

AN EVALUATION OF STATE-SUPPORTED
CAMPUS LABORATORY SCHOOLS IN
SELECTED SOUTHEASTERN STATES

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By
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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Historical Introduction

Student-teaching has had a secure place in the professional preparation of teachers for the past several hundred years. This emphasis upon practical demonstration of the ability to implement theory into actual practice had its inception in many and varied sources. The influence of men like Erasmus, Comenius, Herbart, Rousseau, Froebel, and others is inestimable. Out of their philosophy came the revelation of a new type school with a decidedly new type teacher.

Some of the important sources to which this phase of teacher preparation can be readily traced are the early schools maintained by the Jesuit Order, those conducted by the *Pistista*, the work begun by Basedow at Dessau in 1774, and the monitorial system of instruction.¹

The American concept of teacher education had its greatest inspiration from the Pestalozzian Institute of Yverdon in Switzerland.² Here, where Pestalozzi emphasized actual participation, demonstration, and experimentation, the early educational leaders in the United States

¹Williams, E. I. F., The Actual and Potential Use of Laboratory Schools, p. 1.

²McGarrel, Fred, The Development of the Training School, p. 213.

found an emphasis upon teacher-training which greatly influenced their philosophy of education.

Early Beginning in the United States

From the early beginning of the first state normal schools in the New England States there has been connected with them some form of experimental or practice schools. This was also true of the first private normal schools which preceded the state normal schools. The first private normal school was opened in Concord, Vermont, in 1823, and from the beginning children were admitted to this school for the purposes of providing demonstration opportunities and practice-teaching.³

The first state normal school was opened in 1839 at Lexington, Massachusetts. Immediately after it was established, a model school was organized for practice-teaching with the pupils being selected from the town. The administration of the normal school utilized the school for observation and for actual practice-teaching.⁴ The second state normal school in America opened at Barre, Massachusetts, in 1839, and later was suspended to be opened again at Westfield.⁵ At first, an arrangement was made with the town to use the facilities of

³Stone, Mason S., "The First Normal School in America," Teachers College Record, Vol. 24, May, 1923, p. 267.

⁴Norton, Arthur O., The First State Normal School in America, p. xii.

⁵Williams, op. cit., p. 5.

the town school for teacher-training. However, this did not prove satisfactory, so in 1855 a building was constructed for use as a model school. This arrangement, too was unsatisfactory, so it was discontinued, with the training school being re-established and discontinued until 1892 when it was finally re-established for the last time.

The first state normal school in New York was established in 1844.⁶ Within a year, the administration felt it was necessary to provide practice for teacher-trainees, so a model school was organized. The state normal school in Connecticut, authorized in 1849, also provided for the establishment of a model primary school, such school being left in the hands of the local trustees.⁷ The model school was organized soon after the normal school was founded.

When Michigan opened a state normal school, plans were made immediately for the establishment of a practice model school.⁸ Salem, Massachusetts, was the seat of the eighth normal school to be opened in the country.⁹ Here, however, there was no model or practice school, but a plan was worked out and implemented which utilized a local town school for giving teaching exercises. The normal school at Trenton,

⁶ Barnard, Henry, Normal Schools, and Other Institutions, Agencies, and Means Designed for the Professional Education of Teachers, pp. 202-205.

⁷ Ibid.

⁸ Putnam, Daniel, History of the Michigan State Normal School, p. 86.

⁹ Barnard, Henry, "State Normal School at Salem, Mass.," American Journal of Education, Vol. 17, 1867-68, p. 699.

New Jersey, which opened in 1856, provided a model school within six months which was successful from its inception.¹⁰

The State of Pennsylvania, in its Bill of 1857 which was enacted for the specific purpose of providing for normal schools, made it compulsory that a model school for practice-teaching be established concurrently with the establishment of the normal school.¹¹ The first state normal school was established in 1859, with a model school which had an enrollment of almost two hundred pupils.

As is indicated above, from the earliest beginning of teacher education in the United States the concept of practice-teaching has been in evidence. Every state normal school either provided a model school or made arrangements with the town to utilize its schools. The amount and quality of practice-teaching was, if judged by today's standard, indeed small; the important thing, however, is the fact that practice-teaching of some sort has been basic in the professional preparation of teachers from the very beginning. There has never been a period in the United States when the importance of providing laboratory facilities was minimized.

Although the importance of student-teaching has always been accepted by educational leaders, a new emphasis was given this concept with the establishment of the Oswego Institution in New York in

¹⁰Ibid., p. 731.

¹¹Wickersham, J. P., A History of Education in Pennsylvania, pp. 621-624.

1861.¹² In this institution great stress was placed upon practice as one of the most essential principles in teacher education. One full year was spent by each pupil in the model school. This time was divided between observation, student-teaching, and studying the subjects to be taught.

The number of laboratory schools increased with the years. It was obvious that they occupied a secure position in controlled programs in teacher education. Williams gives the relative importance of the laboratory schools in a summary of reports by the United States Commissioner of Education:

In the year 1873, 71.4 per cent of the publicly supported normal schools had laboratory schools; in 1883-84, 71 per cent; in 1893-94, 68.5 per cent. In 1874 forty-seven of the sixty-seven state normal schools had laboratory schools attached to them.¹³

Present Status of Laboratory Schools in the United States

The laboratory school, as indicated above, has always been an integral part of the teacher training program. During the past several decades a tremendous growth has been sustained by practically all forms of educational progress. With this growth and emphasis upon public education has come a new regard for the laboratory school. The original conception was concerned mainly with practice-teaching; now the conception has been broadened to include observation, demon-

¹² Dearborn, Ned H., The Oswego Movement in American Education, p. 15.

¹³ Williams, op. cit., p. 12.

stration, research, and experimentation.

Teacher preparation has received its share of the new emphasis upon public education. Insistent demands are constantly being made upon educational institutions to provide adequately trained personnel who possess the necessary scholarship, technical skill, and professional ability. Teaching has advanced as a profession; society is beginning to accord it a position more nearly commensurate with the importance of its contributions. With this recognition comes new responsibility.

The organization of the American Association of Teachers Colleges in 1917 gave impetus to this over-all educational trend. This is indicated by the fact that, in 1926, the Association passed the following standard:

Each teachers college shall maintain a training school under its own control as a part of its organization, as a laboratory school, for purposes of observation, demonstration, and supervised teaching on the part of students. The use of an urban or rural school system, under sufficient control and supervision of the college to permit carrying out the educational policy of the college to a sufficient degree for the conduct of effective student teaching, will satisfy this requirement. (Standard VII.A.)¹⁴

The result of this standard upon teacher training was to emphasize the importance of a laboratory school as an integral part of educational institutions.

The laboratory school received special emphasis with the out-

¹⁴ Yearbook of the American Association of Teachers Colleges, 1926, p. 11.

standing success achieved by the Oswego Training School. Chittenden¹⁵ gives an account of this success and explains how Oswego pointed the way by emphasizing the "oneness" of the normal school and the training school. With the establishment of the Lincoln School in 1917,¹⁶ the laboratory school came into acceptance as the most progressive means of providing opportunities for teacher training, demonstration, and experimentation. Columbia's laboratory school came to symbolize educational progress in teacher education.

However, during the past decade the laboratory school as an essential part of teacher preparation has received some severe criticism. There are some educational leaders who claim that the laboratory school has become more of an expense than a value. Many believe that a much more natural and effective program can be secured through an internship. In a talk before the Lake Allegan Vacation Conference for Supervisors of Student Teaching in 1941, Koopmen¹⁷ claimed that the laboratory school should pass, that it no longer justifies the expenditures necessitated, and that this money could be used more profitably. He indicated that the old laboratory school would give way to a community school, as had the Merrill Palmer School

¹⁵ Chittenden, Merritt D., "The Oswego Normal and Training School Plan of Cooperation," Educational Administration and Supervision, Vol. 11, May, 1925, p. 325.

¹⁶ DeLima, Agnes, The School for the World of Tomorrow, p. 7.

¹⁷ Lake Allegan Vacation Conference for Supervisory of Student Teaching, General Session, Edited by Alice J. Roscoe, p. 10.

and the Lincoln Consolidated School at Ypsilanti.

This same trend to eliminate laboratory schools was mentioned by Lyons¹⁸ in an article in which he stated that many leading institutions were presently abandoning their campus laboratory schools as being unnecessary. Windrow¹⁹ gives an indication of this trend when he points out that Lincoln School, which was acclaimed as being essential by Delima's²⁰ publication in 1939, was closed in 1946 with the announcement that it had completed its work and would abandon the assignments for which it had achieved its special preeminence.

Judd gives the following account of the recommendation of the Regents' Inquiry into the Character and Cost of Public Education in New York State:

It is specifically recommended that the amount of observation, participation, and practice teaching now required as part of the teacher preparing program of the state be reduced.²¹

This recommendation would affect the position of the laboratory school in that it is directly concerned with some of the functions for which the laboratory school exists.

¹⁸ Lyons, Ralph M., "The Laboratory Schools and the Education of Teachers," Peabody Journal of Education, Vol. 24, May, 1947, p. 348.

¹⁹ Windrow, J. E., "The Function and Future of the Laboratory School," Professional Laboratory Experience, 27th Yearbook of the Association for Student Teaching, pp. 83-84.

²⁰ Delima, op. cit.

²¹ Judd, Charles H., Preparation of School Personnel, p. 84.

However, according to a poll conducted in 1939 by Schorling, the majority of educational leaders still consider the campus laboratory school as a vital and essential part of the professional education in the preparation of teachers. The following quotation is from the published results of his study, in which over five hundred ballots were sent to faculty members of nine educational institutions:

A Ballot on Major Issues in and Tentative Proposals for Programs in Student Teaching

Agree Disagree Question No Ballot

90.8 5.6 3.0 .6

Question

					1. A laboratory school on a campus should be an essential part of the program of the education of teachers even though the student teaching is not done in the campus school.
9.8	85.0	4.2	1.0		2. In so far as student teaching is concerned, the time has come when the laboratory school on the campus should be abolished.
86.6	8.0	5.0	.4		15. Every institution undertaking the professional preparation of teachers should have a laboratory school on its campus.
46.4	29.4	20.6	3.6		22. The time has come when separate courses in observation should be abandoned.
71.0	13.4	12.6	3.0		35. All phases of student teaching—observation, participation, and teaching—should be carefully interwoven and integrated in one course.
.

Agree	Disagree	Question	No Ballot	Question
84.8	6.6	5.6	3.0	47. An important function of a laboratory school is demonstration.
58.6	23.6	13.2	4.6	48. Every professional course given for prospective teachers should tie in with the laboratory school situation.
84.4	4.6	7.0	4.0	49. An important function of a laboratory school should be experimentation. ²²

As is indicated, over ninety per cent felt that the laboratory school on a campus was an essential part of the total program of teacher education, and eighty-five per cent disagreed that the time had come to discontinue the use of campus laboratory schools. However, the very fact that the subject of campus laboratory schools appeared on such a ballot, which was concerned only with controversial issues in education, is an indication that the agreement concerning the necessity of such campus laboratory schools is not as complete as it could be.

The trend in internship or cadet-type teacher practice is one factor which affects the present status of the campus laboratory school. Although the laboratory school is still a vital part of present-day teacher-education programs, there is definite proof, as indicated above, that its functions may be changing in terms of the purposes which such schools are presently endeavoring to achieve.

²² Schorling, Raleigh, "A Ballot on Controversial Issues in Programs of Student Teaching," Supervisors of Student Teaching, Nineteenth Annual Session, pp. 8-15.

Purpose of Laboratory Schools

Sound educational theory asserts that theory without practice is of no avail. Recent knowledge concerning laws of learning affirm the value of learning through doing. The result of these concepts has been to emphasize the actual practice in training which grows out of the use of training schools. Mead²³ has stated that this stupendous growth in the use of some laboratory work, such as observation and student-teaching, in teacher education is based upon a faith that the best way of learning to teach is through actual contact with real teaching, and a philosophy which declares that a usable theory will work in practice; otherwise, he declares, it is just not a sound theory.

It has been shown how the laboratory schools have been considered important from the beginning of normal schools in the United States. The early emphasis was upon the practice-teaching aspects; however, as the laboratory schools began to develop, the number of functions assigned was increased. The fact that some emphasis was placed upon observation in its early development is implied by its very name. The results of educational research, the pragmatic judgment of educational workers, and the experimental studies all serve to increase the functions assigned to laboratory schools.

At the present, the main areas of use fall roughly into three categories: (1) observation, (2) student-teaching, and (3) experi-

²³ Mead, Arthur R., Supervised Student-Teaching, pp. 16-17.

mentation and research. These areas have been stressed by many educational writers in recent years. Stratemeyer expressed concrete views on the purposes of the laboratory school in an article written in 1938, in which she stated:

Just as the chemist or the physicist works through his laboratory so the teacher needs the school laboratory. But the question still remains--What is its special function? How shall the work be directed to most fully realize the possible values? As is true of any laboratory, the practice school and student teaching (1) afford opportunity for the practical application and testing of educational theory, and (2) offer a field of activity for the development of new experiences--raising questions and acting as a stimulus for new investigations. Further, as is true of any laboratory, it should provide opportunities of a threefold character--opportunities to observe (how it is done?)--to test or practice (can I do it?)--and to experiment (how can it be done better?).²⁴

Morgan²⁵ stated, in 1946, that the three purposes of a laboratory school were (1) to serve as a practice school for training, (2) to serve as a model school for demonstration, and (3) to serve as an experimental school for experimentation and research.

Wagenhorsh²⁶ declared that campus laboratory schools should be used for demonstration, practice-teaching, and for follow-up services.

Stratemeyer emphasizes the fact that campus laboratory schools can also be used by graduate students and teachers:

²⁴Stratemeyer, Florence, "A Philosophy of Supervision of Student Teaching," Supervisors of Student Teaching, Eighteenth Annual Session, p. 7.

²⁵Morgan, W. P., "Teachers College Laboratory Schools," Phi Delta Kappan, Vol. 27, February, 1946, pp. 167-168.

²⁶Wagenhorsh, L. H., "The Function of the Campus Laboratory School of a State Teachers College," Peabody Journal of Education, Vol. 23, March, 1946, pp. 269-273.

2. To give to Teachers College an educational laboratory which will provide:
 - (a) Opportunities for the observation of progressive methods in the field of teacher education.
 - (b) Practice facilities for students wishing to qualify as teachers—college instructors in general education courses, as critic teachers and directors of practice, as librarians, as registrars, or as any other institutional or administrative member of a teachers college staff.
 - (c) Opportunities for research and experimentation in the field of the professional education of teachers.²⁷

Some educational writers have a tendency to emphasize certain functions of the laboratory school. Jagers²⁸ states: "It is, first of all, a place where those who plan to teach may learn how to teach by teaching under the guidance of master teachers."

Morgan comes out strong for the experimental functions when he stated:

But there is a third purpose of the laboratory school which is indicated by this name for it. It should be the purpose of the laboratory school to enter the field of experimentation with children involving the various ways of teaching them and the many types of subject-matter which may be used. This purpose may be looked upon as the research field or the experimental field for the laboratory school.²⁹

²⁷Stratemeyer, Florence, "A Proposed Experiment in Teacher Training," Educational Administration and Supervision, Vol. 28, May, 1932, p. 355.

²⁸Jagers, Craddock H., "The Function of the Laboratory School," Peabody Journal of Education, Vol. 23, March, 1946, pp. 276-279.

²⁹Morgan, op. cit., p. 167.

Brown³⁰ reports that the San Diego schools have found that a planned system of observation has been of inestimable help in in-service education. Others have minimized the observational aspect of the laboratory school. Jagers³¹ stated: "Those who know about how we learn do not claim so very much for mere observation."

Armstrong has the following to say about observation:

Certainly, observation has a place in the education of teachers, but it probably has greater educational value after the teacher has learned enough about teaching through experience to know what to observe.³²

During the past decade a new concept has been developing which gives the laboratory school a new role. This concept emphasizes the educational and social value of the laboratory school in its relations with the community which it serves. Ivins³³ places a high value upon the community service which a laboratory school can render. Wagenhorsh³⁴ concludes that one of the prime purposes of a laboratory school is to "furnish educational leadership to the

³⁰ Brown, T. Malcolm, "In-Service Training by Observation," California Journal of Secondary Education, Vol. 22, November, 1947, pp. 438-441.

³¹ Jagers, op. cit., p. 277.

³² Armstrong, W. Earl, "Possible Approaches to Certain Problems in the Supervision of Student Teaching," Supervisors of Student Teaching, Nineteenth Annual Session, February, 1939, p. 23.

³³ Ivins, George H., "An Administrator's View of the Laboratory School in Teacher Education," The High School Journal, Vol. 25, May, 1942, pp. 213-218.

³⁴ Wagenhorsh, op. cit., p. 273.

area which it serves."

Bracewell and Hall conclude:

One of the important responsibilities of the laboratory school is the development of confidence, interest, and good will on the part of their patrons. The laboratory school must have the support of its community in order that the required number of children will be enrolled in each grade from year to year.³⁵

Mead, at the Twentieth Annual Session of the Supervisors of Student Teaching National Association in 1940, declared:

In your writer's judgment, so far as services are concerned two extensions are greatly needed. The first is the expansion of the scope of activities included in the concepts of supervision, observation, participation, and student teaching. The second is the development by laboratory schools of services to schools, teachers, and the profession at large in the geographical area served by the laboratory schools.³⁶

The concurring judgments of education students and teachers, the pragmatic opinions of educational personnel in charge of teacher training, and the results of experimentation and research all support the educational theory that the campus laboratory school is of extreme importance as a controlled work-shop where its services may be utilized for purposes of demonstration, observation, practice-teaching, and experimentation and research. During the past several years, these functions have been augmented by the additional concep-

³⁵ Bracewell, Grace, and Hall, Hal, "A Program of Laboratory School Interpretation," National Association of Supervisors of Student Teaching, Part II, 24th Yearbook, December, 1944, p. 13.

³⁶ Mead, Arthur R., "Some Facts About the Early Development and Work of the Society-Supervisors of Student Teaching," Supervisors of Student Teaching National Association, Twentieth Annual Session, February, 1940, p. 99.

tion of the laboratory school as a community school which should provide educational leadership for the area which it serves.

The Problem

Related Studies

It is only natural that there should be numerous studies connected with an institution which has figured so prominently and for such a long time in educational thought. An unusually large number of studies has been conducted over the years which are related to this present one. Most of them fall loosely into three groups: (a) those investigations which are specifically concerned with an analysis of student-teaching courses, (b) those which are specifically directed toward an analysis of the organization and administration of the laboratory schools, and (c) those which have to do with a survey of prevailing opinions and current facilities of laboratory schools.

Williams³⁷ completed a detailed study of the use of laboratory facilities by normal or teachers colleges, most of which were located in the northern half of the United States. He surveyed the facilities available, those which are potentially available, and recommended certain administrative procedures as being applicable in terms of the data secured. Pryor³⁸ formulated certain principles concerned

³⁷ Williams, op. cit.

³⁸ Pryor, Hugh C., Graded Units in Teaching.

with the induction of students into student-teaching by a series of graded units. Flowers³⁹ conducted an investigation which analyzed the courses in student-teaching which were directed toward preparing teachers for service in secondary schools. Several studies have been made concerning the supervision of student-teaching, and the problem of relating courses in teacher training to the actual preparation of teaching. Mooney⁴⁰ in 1937, and Cole⁴¹ and Nelson⁴² in 1939, all of Columbia University, conducted such investigations.

Many of these early studies in the organization and administration of laboratory schools were necessarily brief. In 1916 Judd and Parker⁴³ presented some principles which should govern in the administration of laboratory schools, and in 1917 Walk⁴⁴ conducted a limited study showing the significant trends in the use of laboratory

³⁹ Flowers, John G., Content of Student-Teaching Courses Designed for the Training of Secondary Teachers in State Teachers Colleges.

⁴⁰ Mooney, Edward S., An Analysis of the Supervision of Student Teaching.

⁴¹ Cole, Mary I., Cooperation Between the Faculty of the Campus Elementary Training School and the Other Departments of Teachers College and Normal School.

⁴² Nelson, Ester N., An Analysis of the Content of Student-Teaching Courses for the Education of Elementary Teachers in State Teachers Colleges.

⁴³ Judd, C. H., and Parker, S. C., Problems Involved in Standardizing State Normal Schools.

⁴⁴ Walk, George E., "Practice Teaching and Observation in Normal Schools," Education, Vol. 38, October, 1917, pp. 69-85.

facilities over the ten-year period from 1905 to 1915.

In a survey of the tax-supported normal schools in the State of Missouri in 1920, Learned and Bagley⁴⁵ presented a detailed statement of the problems of the laboratory schools and developed a comprehensive set of principles for their administration. Baugher⁴⁶ conducted an investigation concerning practice-teaching in the small privately endowed liberal arts colleges, and Jarman⁴⁷ investigated the administration of laboratory schools used by state universities. In 1937, Henderson⁴⁸ made a study of the administration of student-teaching. His study was specifically concerned with the selection, supervision, and appointment of student teachers and the selection and assignment to duties of the faculty members in the laboratory schools.

In an investigation to secure opinions on controversial issues in student teaching in 1939, Schorling⁴⁹ included items relating to campus laboratory schools. He found the majority of educational personnel responding felt that the laboratory school was very defi-

⁴⁵ Learned, William S., and Bagley, William C., The Professional Preparation of Teachers for American Public Schools.

⁴⁶ Baugher, Jacob I., Organization and Administration of Practice-Teaching in Privately Endowed Colleges of Liberal Arts.

⁴⁷ Jarman, Arthur M., The Administration of Laboratory Schools.

⁴⁸ Henderson, Elisha L., The Organization and Administration of Student Teaching in State Teachers Colleges.

⁴⁹ Schorling, op. cit., pp. 8-11.

nately an essential part of teacher-training. Dunlap⁵⁰ conducted a study in 1943 to determine a program of procedures to improve the experiences in laboratory schools.

The most recent dissertations which are related to this present investigation are by Carrington,⁵¹ who was specifically interested in the various functions of the laboratory schools as pertained to teacher education; Matthews,⁵² who investigated the possibility of improving practice-teaching programs through the diagnosis of the problems of prospective teachers which are incurred in the laboratory schools; Richards,⁵³ who was interested in the concept of the laboratory school as it influenced the professional education of elementary teachers; and Everly,⁵⁴ who was concerned with developing criteria for evaluating laboratory schools and also in developing laboratory schools. His study was limited mainly to the University of Hawaii.

An examination of these studies reveals that in none was the

⁵⁰ Dunlap, Helen L., A Program of Procedures to Improve the Laboratory School Experiences.

⁵¹ Carrington, John Wesley, The Functions of Laboratory Schools in Teacher Education. 1940. *Northwestern Univ.*

⁵² Matthews, Anna Hilda, A Diagnosis of the Laboratory-School Problem of Prospective Teachers as a Basis for Improving Directed Teaching—with Special Reference to the State Teachers College at Salisbury, Maryland.

⁵³ Richards, Ralph H., The Laboratory Concept in the Professional Education of Elementary Teachers.

⁵⁴ Everly, Herbert V., Criteria for Evaluating and Developing Laboratory School Programs, with Special Reference to the Campus Secondary School of the University of Hawaii.

emphasis upon the evaluation of the use made of the laboratory school using as criteria the purposes for which it was established.

Need for the Study

As has been pointed out, there are current controversies as to the essential need of a campus laboratory school. The ballot published by Schorling⁵⁵ in 1939 clearly indicated that some educators feel the campus laboratory is not vital to the professional preparation of teachers. Approximately fifteen per cent indicated either that a campus laboratory school was not needed, or that there was a question in their mind as to its value in the teacher-education program. Lyons⁵⁶ has pointed out that many leading institutions have eliminated their campus schools as being unnecessary. The Lincoln School was described in glowing terms in 1939 by DeLima⁵⁷ when she made the statement that its task was only just begun. However, in 1946 it closed for financial and other reasons, with the announcement that it would abandon its special work.

Koopman⁵⁸ made the statement that the campus laboratory school was unnecessary; Carrington and Schorling⁵⁹ defended it at the same

⁵⁵Schorling, op. cit., p. 10.

⁵⁶Lyons, op. cit., p. 348.

⁵⁷DeLima, op. cit., p. 46.

⁵⁸Koopman, op. cit., p. 10.

⁵⁹Ibid.

conference. Morgan,⁶⁰ in speaking of experimentation in campus laboratory schools, stated that those with which he had been associated as president or otherwise, and most of those he had visited, had greatly neglected this purpose of the laboratory school. Patterson,⁶¹ in referring to a study that he was conducting, stated that student-teaching was ranked fifteenth in general value among twenty-four different professional experiences on the undergraduate level. Those who commented upon their replies felt that the laboratory experiences had been entirely too artificial, and expressed the opinion that responsible student-teaching could best be conducted through the intern or cadet type program.

Many institutions have inaugurated programs which call for continual evaluation of their campus laboratory programs. It is an accepted principle of good educational philosophy that any program should be subject to continual evaluation and re-evaluation. This was emphasized by Margaret Koopman,⁶² who, as chairman of a committee at Ohio State which attempted to evaluate their campus laboratory program, concluded her report by recommending continued periodic evaluation.

⁶⁰ Morgan, op. cit., p. 168.

⁶¹ Patterson, Allen D., "Redefining the Value and Function of Student Teaching," Supervisors of Student Teaching, Nineteenth Annual Session, February, 1939, p. 35.

⁶² Koopman, Margaret, "A Laboratory School Evaluates Its Contribution," Ohio State University Bulletin of Educational Research, Vol. 23, January, 1944, pp. 7-13.

Carrington and Associates⁶³ stated that the only way to attack problems of campus laboratory schools was to have a program of evaluation, and concluded that "laboratory schools need continually to evaluate their programs and to improve their services." Westfall,⁶⁴ in explaining the use of the campus laboratory school at Indiana, concluded by suggesting major problems which should be continually studied. High on his list were these problems dealing with the use of laboratory schools for practice teaching and experimental purposes.

Most of these studies are concerned only with evaluating the programs in individual laboratory schools. With the present status of campus laboratory schools being challenged as to their total effectiveness, there is a need for an evaluation of such schools in terms of the purposes for which they were established. The whole problem of the education of teachers is inextricably associated with student-teaching, observation, demonstration and experimentation, and research. In view of the great cost of maintaining campus laboratory schools, it becomes expedient that these schools be evaluated in an effort to determine their effectiveness in the teacher-training program.

⁶³ Carrington, J. W., and Associates, "How One Laboratory School System Attacks Its Problems," Peabody Journal of Education, Vol. 24, May, 1947, pp. 327-331.

⁶⁴ Westfall, Bryon L., "Professional Laboratory Experiences in a Teachers College," The Teachers College Journal, Vol. 18, March, 1947, pp. 98-99.

The Problem

This study will endeavor to accomplish these objectives:

1. To investigate (a) the use made of campus laboratory schools in the States of Florida, Georgia, North Carolina, and South Carolina in terms of student-teaching, demonstration and observation, experimentation, and community services, and (b) to evaluate the use made of these campus laboratory schools using as criteria the purposes for which they were established; namely, student-teaching, demonstration and observation, experimentation, and community service.

2. To investigate (a) the administrative organization of these laboratory schools, and (b) to determine whether or not there are major barriers preventing the successful administration of campus laboratory schools.

3. To investigate the trend toward the use of the internship or cadet-type student-teaching programs and the effect this has on campus laboratory schools.

4. To make recommendations for the improved use of such campus laboratory schools as is consistent with the analysis and interpretation of the data secured.

This study is concerned only with the use of the campus laboratory schools in the teacher-education program and does not include an evaluation of the educational program offered to the pupils enrolled in such schools.

Procedure

Sources of Data

Information regarding the use of these campus laboratory schools was secured by an investigation of the filed records of the schools involved; a survey of the present conditions as reflected in actual practice; a review of the literature in this field; interviews with the faculty members of the institutions; and from questionnaires submitted to faculty members of the institutions concerned.

Method of Securing Data

Data for this study were secured by the writer in a personal visit to each school involved. Arrangements were made with each school to visit it in order to secure the necessary information. A detailed schedule was filled out by the writer on each school visited, a copy of which is included in the Appendix. Questionnaires were submitted to the members of the faculty of the laboratory schools and to the members of the faculty of the colleges and universities; a copy is in the Appendix. A separate schedule was filled out by the writer during a personal interview with the heads of the education departments. A copy of this schedule is also included in the Appendix.

Only those laboratory schools which are located on the campuses of state universities or colleges, which are financed by state funds, and which are under the supervision and administration of the state universities or colleges are included in this present study. A list of these schools is in the Appendix.

Definition of Terms Used in the Study

Campus laboratory school is one which is located on the grounds of the state university or college, supported by state funds, and under the supervision and administration of the university or college.

Class demonstration or demonstration is the teaching of a class of pupils in the laboratory school by a supervisor or the regular classroom teacher for the purpose of illustrating techniques of teaching and management of a class to student-teachers who observe the techniques used.

Community service is that type of planned program whereby the school endeavors to furnish certain services or facilities such as canning facilities, library service, shop services, etc., to the community which it serves.

Coordinator or coordinating teacher is a teacher in the college or department of education who visits and supervises the student-teacher in off-campus schools during the period of internship.

Directing teacher is a teacher in an off-campus public school under whom the student-teacher studies during a period of internship.

Experimentation or experimental studies is a planned study in which a problem is defined, methods of securing data are determined, the data are scientifically collected and classified, and the conclusions drawn as a result of the logical analysis and interpretation of the data.

Intern is that student-teacher who is serving an internship.

Internship or cadet-type plan of practice-teaching is one in which the student-teacher serves in an off-campus public school for a definite period, during which he assumes full responsibility for conducting a class, being visited and supervised at intervals by a faculty member from the university or college.

Laboratory experience means all of the experience which student-teachers receive in their contact with the laboratory schools in any activity.

Observation is that phase of the laboratory experiences of a student-teacher in which, under direction, he studies procedures and techniques in teaching and managing a class.

Off-campus laboratory school or off-campus school is a school not located on the grounds of a state university or college but co-operating with it to provide training experiences for student-teachers.

Participation is that phase of the laboratory experiences in which the student-teacher, under direction, has limited contact with the pupils in a class but does not assume full responsibility.

Student-teaching or practice-teaching is teaching in which the student-teacher assumes the complete conduct of the class under the direction of a supervising teacher. Student-teaching will be used throughout the rest of this study.

Supervisor or master-teacher is a teacher in the laboratory school who directs the student-teacher in laboratory experiences.

Teacher-training or teacher education is the total educational program whereby a student is prepared to teach in public schools.

CHAPTER II

STATE-SUPPORTED WHITE CAMPUS LABORATORY SCHOOLS IN FLORIDA

The State of Florida has two state-supported campus laboratory schools for white pupils which are under the administration of the state universities. One, the P. K. Yonge Laboratory School, is located at the University of Florida in Gainesville. The other, Florida State University Demonstration School, is located at Florida State University in Tallahassee.

P. K. Yonge Laboratory School University of Florida

The present plant housing the P. K. Yonge Laboratory School was occupied for the first time in 1934. Prior to this time, no effort had been made at the University to provide a training school on the campus in which direct contact with school children could be experienced. It was constructed at a total cost of approximately \$400,000, including a grant from the General Education Board of \$150,000.¹ In addition to housing the campus laboratory school, the building also houses the College of Education. All offices of the faculty of the College of Education, and all classrooms used by the College of Education are located in the P. K. Yonge Laboratory School

¹ Mead, A. R., and Campbell, J. T., The P. K. Yonge Laboratory School Building, p. 7.

buildings.

Organisation and Administration

General. The P. K. Yonge Laboratory School contains the grades from kindergarten through the twelfth year inclusive. The teaching staff is composed of the principal and thirty teachers. There are several part time teachers who teach both in the high school department and in the College of Education; however, the total number of teachers combined average thirty teaching units. The principal holds the college rank of assistant professor and is considered to be the head of a department; however, the position of Head of the Department of the Laboratory School calls for a full professor, and the person holding the position may advance to that rank if he has a doctorate. The teachers, with the exception of the few college faculty members who teach part time in the high school department, are employed with the rank of teacher. The principal and all thirty teachers hold the Master's degree.

In order to explain the organizational structure of the P. K. Yonge Laboratory School, it is necessary to present the total organizational chart for the College of Education. The present administrative and organizational plan was adopted by the entire faculty of the College of Education, including the laboratory school faculty, and was implemented July 1, 1949. It is presented in detail here due to the fact that it is unique in organization. The faculty first adopted certain criteria and principles upon which to predicate the

organization of the College of Education. These were adapted from the Southern States Work Conference Bulletin No. 1,² and are quoted as adopted by the College of Education faculty on April 5, 1949:

1. **Democracy:** The organization of the College of Education should dignify the individual, develop his initiative, and secure his voluntary intelligent cooperation. This criterion is so self-evident that its justification is not necessary. However, too much emphasis upon organization as such may thwart the attainment of this objective. Definite line and staff relationships must be established in the organization in order to promote efficient functioning but the basic philosophy of those charged with the administration of the organization must be democratic in nature. Individuals should not be treated as cogs in a machine but rather as important and vital members of the organization. Each staff member should be given the opportunity to render services in accordance with his capacity and training, he should be given authority commensurate with his responsibilities, and he should be given due credit for his accomplishments. The organization scheme should make it possible for ideas and suggestions from the lowest level of responsibility to reach the highest level of responsibility without the necessity of clearance through all echelons of responsibility.

2. **Functioning:** The several levels of responsibility should be consulted when formulating educational policies. When policies have been determined and the responsibilities for administering such policies assigned to individual staff members, such staff members should be given the authority to act in their respective fields within the limits of determined policies. The violation of this principle is responsible for the establishment of unnecessary "red tape." Policies should be carefully determined and correlated through the proper levels of responsibility but when the responsibility of administering a policy has been assigned to a staff member, he should be given the authority to act. If, however, the handling of a matter involves the adoption of a new policy or the change of an established policy, the staff member must follow the procedures established by the college of education for the formulation of policies. This manner of functioning makes it necessary for all persons on

² State Responsibility for the Organization and Administration of Education, Bulletin No. 1, Southern States Work Conference on School Administrative Problems, 1942.

each level of responsibility to keep the executive head of that level advised concerning their important activities and the head of each level of responsibility must keep the head of the next level of responsibility advised concerning the important activities of his area. This involves systematic reporting on significant items. Great care must be taken, however, to see that such reports are meaningful and necessary.

3. Simplicity: There shall be a minimum of organizational machinery within major divisions. When there is organization inevitably there are levels or hierarchies of authority and responsibility. Increasing the number of levels of responsibility unnecessarily increases the length of the line of responsibility and frequently involves unnecessary "red tape" in handling matters.

4. Unity of Command: Planned organization demands clearly defined lines of responsibility accompanied by the delegation of authority commensurate with the responsibility. Members of the staff should not be subjected to instructions from more than one person on each level of responsibility. Instructions should be confined to channels in the established direct line of responsibility. Any other procedure will result in confusion and needless friction.

5. Division of Work: The college of education should be divided into a sufficient number of work divisions to cover the major areas of service but the number of divisions should not be so great as to hinder coordination of services or as to require the dean to deal with an unreasonably large number of division heads.

6. Coordination: Planned organization requires facilities for coordination. The primary purpose of the organization of the work of the college of education into major work divisions is to facilitate coordination of work in homogeneous areas of service. However, there must be coordination of work within a major division and among major divisions.

Whenever there is division of work, there must be coordination of work to keep the entire staff working toward the same ends and not at cross purposes, to apportion the work among the personnel so that it may be carried on without confusion and unnecessary friction, and to time the work so that (1) it will be completed at the opportune time, and (2) delay in the completion of one job will not

delay the completion of other related jobs.

Coordination may be secured by two methods, organization and leadership. Any approach to complete coordination can be secured only by the complimentary use of both of these methods. Leadership may be thought of as the development in the minds of the staff members of an intelligent unity of purpose and the will to fit their tasks into the whole with skill and enthusiasm.³

An analysis of the above criteria and principles implied a dual need. First, an organizational pattern was needed to formulate the administrative policies and over-all program, and second, a separate organizational pattern was needed to execute the policies agreed upon and to implement the total program. Upon the recommendation of a Committee on Organization, the following plan was adopted:

(a) An organizational pattern which provided for two complete functioning processes: (1) a committee organization for the formulation of policies and the development of the overall program; and (2) a line organization for the execution of policies and implementation of the overall program.

(b) The policy forming and overall program development organization has the following characteristics:

- (1) The total faculty is placed at the top of the organization for policy forming and program development.
- (2) A Planning and Policies Committee, composed of the

³ College of Education, University of Florida, "Statement of Principles and Criteria for the Organization of the College of Education," April 5, 1949 (typewritten).

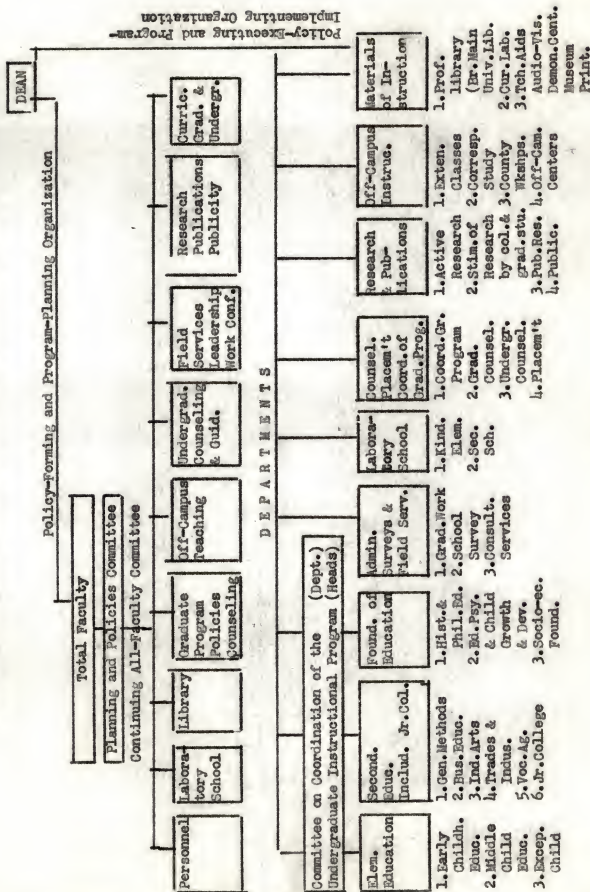
heads of the departments plus three elected members from the College of Education and three elected members from the laboratory school, evolve the administrative policies and programs, which are then submitted to the total faculty for a final vote.

- (3) A number of advisory committees, appointed by the Dean of the College of Education with the advice and counsel of the Planning Committee, study certain specific problems and make recommendations to the Planning Committee. Every faculty member of both the college and the laboratory school is a member of at least one of these committees. Further, these committees consult with students, in-service members of the profession, and lay people.

(c) The line organization for the execution of policies and implementation of the whole program provides for a division of labor in areas which are relatively homogeneous. There are presently nine such departments, of which the laboratory school is one. The Dean appoints the chairman of each department, and it is the duty of this chairman to confer with the Dean and keep him regularly informed as to the manner of functioning of his department.

Chart I shows the present organization for the College of Education at the University of Florida. As shown in this chart, the laboratory school is one of nine departments. The head of the laboratory school becomes directly responsible to the Dean of the

ORGANIZATIONAL CHART, COLLEGE OF EDUCATION, UNIVERSITY OF FLORIDA



College of Education for the administration of his department. However, such administration must be consistent with, and within the limits of, the policies as determined by the faculty as a whole after studying the recommendations of the Planning and Policies Committee which in turn predicates its actions upon the research and advice of the Advisory Committees. This organization is used in the effort to achieve proper coordination of efforts, talents, and results.

The teachers in the laboratory school are employed upon the principal's recommendation to the Dean of the College of Education. After a final consultation between these two, the approval list is submitted to the proper authorities. Since this school was organized in 1934, there has been a rapid turnover in the teaching personnel. This turnover in laboratory faculty personnel has averaged thirty per cent per year until 1948-49. The turnover for the school year 1949-50 was sixteen per cent. There have been seven different principals since the school was organized. This averages about two years per principal. The present principal is in his second year.

The purposes or general aims of the laboratory school in relation to the teacher-education program have been defined and are in bulletin form. These general aims are expressed in terms of four general functions, which are given below:⁵

(a) The first group of functions concerned the total educational program of the school children from kindergarten through the

⁵Mead and Campbell, op. cit., p. 4.

twelfth year.

(b) The second group of functions concerned the total pre-service education of teachers including demonstration and practice-teaching.

(c) The third group of functions concerned those ordinarily designated as experimental, researches, investigations, and creative work.

(d) The fourth group of functions concerned that program specifically directed toward the in-service education of the teachers and administrators in the State of Florida.

The following table gives the number of pupils and faculty members for the period 1940-41 through 1948-49:

TABLE 1

NUMBER OF PUPILS AND TEACHERS IN P. K. YONGE LABORATORY SCHOOL
1940-41 THROUGH 1948-49—FIRST THROUGH TWELFTH YEAR

Year	Pupils*	Teachers**
1940-41	442	19
1941-42	435	23
1942-43	436	24
1943-44	443	26
1944-45	430	29
1945-46	480	28
1946-47	468	27
1947-48	445	29
1948-49	470	31

* This figure is the total enrollment for the year.

** Including the principal.

Table 1 shows that the total enrollment of pupils has been relatively static, with an increase of only 28 pupils over a ten year period. The total number of teachers has increased by eleven during this period. The number of pupils remains consistent over the period mainly because the physical facilities have reached a saturation point.

The pupils who attend the laboratory school are selected by application, with the openings being filled in order of the date of application. An exception to this is the fact that the children of University professors are given priority, and may enter if they so desire. This results in a select composition of the student body. In the second semester of 1948-49, about forty per cent of the pupils was from families who work for the University, another forty-five per cent was from the vicinity of Gainesville, with less than fifteen per cent coming from the rural areas. Originally, an effort was made to maintain a composition of the student body as nearly resembling that of average public schools as was possible. Apparently this is no longer done.

The laboratory school is operated on the same general time schedule as the public schools of the state. It is in session for 180 actual school days.

Finance. The P. K. Yonge Laboratory School receives part of the funds for its operation from the Alachua County Board of Public Instruction and part from the University of Florida. The total instructional cost is approximately \$125,820 for the school year 1949-50,

with the County Board of Public Instruction providing \$60,000 of this. One hundred twenty-one thousand one hundred twenty dollars of the \$125,820 is for instructional salaries alone; the remaining \$4,700 is for instructional supplies. The mean salary for a laboratory school teacher is \$3,907 for twelve months employment, with one month vacation.

The funds provided by the Alachua County Board of Public Instruction are computed on the same basis as that provided for all public schools in the state. The total cost is given as being approximate due to the fact that some faculty members of the College of Education also teach in the high school department and some instructional supplies are used by both the College of Education and the laboratory school; hence, it is difficult to compute the exact cost.

School Plant. The P. K. Yonge Laboratory School is located diagonally southeast of the main university campus on a twelve acre site which is separated from the main campus by U. S. Highway No. 441 running north and south. Paved streets run north and east of the site. The main building includes the elementary wing, the administrative wing, and the high school and college wing. It is a fire resistant three-story building of reinforced concrete frame, brick walls, and red clay tile roof. Two cafeterias and a boiler room are located in a semi-basement where the ground slopes to the south. The gymnasium and shops are in adjacent buildings.

The laboratory school plant is composed of offices, conference

rooms, two cafeterias (one for the laboratory school and one for the university), gymnasium, shops and arts section, two libraries (one for the laboratory school and one for the College of Education), business education suite, music room, home making suite, industrial arts suite, auditorium, and eighteen classrooms. The shops and arts section and the business education suite are used jointly by the College of Education and the laboratory school. Fourteen classrooms are used by the laboratory school, and four by the College of Education; at night the College of Education uses several of the classrooms for regularly scheduled night classes. The following chart shows the relative change in the use of the laboratory facilities during the spring semester of 1949 as compared with 1934 when the plant was first used;

CHART II⁶

P. K. YONGE BUILDING

Original Use

1934

89	11
Laboratory School	College of Education

Present Use

1949

26	52	22
Laboratory School	Shared Space	College of Education

⁶Taken from a chart prepared by the Bureau of Educational Research, College of Education, University of Florida, April, 1949.

The present facilities of both the campus laboratory school and the College of Education are completely inadequate to care for the needs of the large enrollment in each. It is obvious from the above chart that the functions of the College of Education are gradually usurping the physical facilities of the laboratory school. There are 455 junior and senior students registered in the College of Education and 508 graduate students, of which 160 are in residence, majoring in education this first semester of 1949. In addition, about 200 University College students are taking courses in education. This is a total of approximately 1,163 students who must use the four classrooms allotted to the College of Education; for this reason it is necessary to hold night classes.

Use of the Laboratory School for Student-Teaching

The program for student-teaching at the University of Florida is somewhat different on the elementary and secondary levels. The students majoring in education are beginning a new type program, and consequently there are, at the present time, two different patterns operating at the same time. It is anticipated that the new program of internship will be fully in effect by 1951.

The elementary majors enroll in a preliminary course known as "Children and Learning" which prepares them for internship. This is a fifteen hour block course in which the students are registered without additional classes for a whole semester. This block course is the only methods course the students take. The class meets five days

a week, three of which are devoted to seminars and two to actual observation and participation in the laboratory school. The participants do not assume full responsibility for teaching during this period, but are allowed to participate in limited contacts with the laboratory pupils. At the completion of this fifteen hour block course, the elementary student-teachers are then required to devote fifteen semester hours to internship in off-campus public schools. The student-teacher is given a brief period of orientation before being sent to the off-campus school. Each elementary intern has internship periods at two different schools, including both rural and urban, with one and one-half days on campus every other week in seminars. The coordinating teacher from the University visits the intern weekly, and the interns are required to attend scheduled seminars every other week. Each intern is required to participate in at least one community project, such as Boy Scouts, Key Club, etc., during the internship.

The program for the secondary majors is somewhat similar to that for the elementary majors. The major difference will be in the junior year in which the secondary majors will have only a six hour block course in preparation for student-teaching as compared to the fifteen hour block for the elementary students. This change is being planned but is not yet in effect. At the present time, part of the secondary majors participate in the internship program and part perform student-teaching in the campus laboratory school; however, it is anticipated that all student-teachers will participate in the internship

program in the future. Those who participate in the internship program have a fifteen hour block course in student-teaching. Four weeks are spent in seminars prior to the internship and one week is spent in evaluation at the end. Those who have student-teaching in the laboratory school register for a six hour course. All student-teachers are required to have at least ninety hours of responsible classroom teaching.

The College of Education has an oral agreement with certain public schools within commuting distance to utilize their facilities for student-teaching. The directing teachers are carefully screened by the College of Education faculty together with local school officials, with those finally selected being required to attend a special course at the University during the summer which orients and trains them for their part in the program. During the school year, these directing teachers are required to attend a monthly conference at the University. They are paid no salary for their participation and are given no professional rank or rating; however, they are given a waiver of all fees for attendance at the University of Florida. The principal of each local school assumes the responsibility for orienting the community concerning the entire program. Each participating school has priority on the consultative services of the faculty of the College of Education.

The following table shows the total number of student-teachers by year since 1942, indicating whether the student-teaching occurred in the campus laboratory school or in off-campus schools.

TABLE 2

STUDENT-TEACHERS HAVING STUDENT-TEACHING AT THE UNIVERSITY
OF FLORIDA DURING THE PERIOD 1942 THROUGH 1949-50

Year	Semester	No. on Campus	No. Off-campus	Total
1942	Second	33		33
1942-43	First	11		11
	Second	7		7
1943-44	First	5		5
	Second	4		4
1944-45	First	13		13
	Second	8		8
1945-46	First	9		9
	Second	14		14
1946-47	First	28		28
	Second	38		38
1947-48	First	69		69
	Second	137		137
1948-49	First	149	20	169
	Second	199	30	229
1949-50	First	93	40	133

As shown by the above table, the internship program was used for the first time during the first semester of 1948-49. In that semester, twelve per cent of the total number of student-teachers received student-teaching in off-campus schools. The present plans

are for approximately one-third of the student-teachers to utilize off-campus facilities for student-teaching during the school year 1949-50, and all by 1951.

As stated above, the P. K. Yonge Laboratory School is currently being used for student-teaching by about two-thirds of the student-teachers. Plans are to cease using it for any student-teaching. Even if plans were to use it, with the present number of student-teachers an adequate program could not be maintained due to the limitation of the plant, the number of students currently enrolled, and the number of teachers presently employed.

Williams⁷ modified a formula derived by Learned and Bagley⁸ to determine the size of a campus laboratory school necessary to accommodate a certain number of students. The formula, as revised, is expressed as follows:

$$N = 1.30 \frac{15 sh}{t1} . 2$$

In this revision:

N = minimal laboratory school enrollment

s = number of student-teachers to whom student-teaching privileges must be made available each year

h = number of clock-hours of student-teaching required of each student

⁷Williams, E. I. F., The Actual and Potential Use of Laboratory Schools, pp. 125-127.

⁸Learned, W. S., and Bagley, W. C., The Professional Preparation of Teachers for American Public Schools, p. 195.

t = approximate total number of clock-hours contained in the school program of the laboratory for one week

l = length of the academic year in weeks

The number 1.30 is arrived at by adding fifteen per cent to allow for the margin between enrollment and attendance and another fifteen per cent as a margin to insure sections of at least fifteen pupils. The formula assumes that not more than half of the teaching in the campus laboratory school will be done by student-teachers, the recommendation of Learned and Bagley, hence 2 as a factor.

However, the American Association of Teachers Colleges recommends:

At least two-fifths of the teaching in the training school should be done by regular teachers of the training school or by other members of the faculty.⁹

To meet this standard, then, $5/3$ is substituted for the factor 2, giving:

$$N = 1.30 \frac{15 sh}{tl} \cdot 5/3$$

In 1948-49, as shown in Table 2, there was a total of 398 student-teachers. Of these, 392 were secondary majors. Since this figure represents the enrollment for two three hour courses, both of which are required to complete the necessary practice-teaching, it is divided by 2 to derive the figure of 196 secondary student-teachers. The school is in session 6 hours per day for a school year of

⁹ American Association of Teachers Colleges, Minimum Standards for Accrediting Teachers Colleges and Normal Schools, (Standard I), p. 2.

36 weeks. The American Association of Teachers Colleges has required 90 clock hours of responsible classroom teaching,¹⁰ exclusive of observation and participation; this was changed in 1949 to permit the length of time to vary with individuals, allowing some to spend more and others less time in actual student-teaching.¹¹ However, the figure 90 is retained here as it is still in use as the official standard by ninety per cent of the colleges and universities involved in this present study. Making these proper substitutions, the formula reads:

$$N = 1.30 \frac{15 \times 196 \times 90}{30 \times 36} \cdot 5/3$$

By solving the formula it is found that a minimum of 530 pupils must be enrolled in the laboratory school to accommodate 196 student-teachers in the secondary school. Of the 470 pupils given in Table 1 for the 1948-49 enrollment in P. K. Yonge Laboratory School, only 298 are secondary pupils (grades seven to twelve, inclusive). Since 530 pupils are the minimum for 196 student-teachers, it is obvious that this campus laboratory school cannot possibly meet this requirement.

Further, of the 31 teachers shown in Table 1 for the year 1948-49, only 20 were in high school; teaching 6 hours per day for 180 days gives them a total of 21,600 hours in the classroom. One hundred ninety-six student-teachers need 90 clock hours each or a

¹⁰ American Association of Teachers Colleges, Twenty-second Yearbook, p. 138.

¹¹ American Association of Teachers Colleges, Recommended Standards Governing Professional Laboratory Experiences and Student-Teaching and Evaluative Criteria, p. 7.

total of 17,640 hours for the minimum requirements, exclusive of observation and participation. The total hours needed for the student-teachers represent about 82 per cent of the total hours taught, as compared with a maximum of 60 per cent as recommended. The disparity becomes even more striking when it is considered that some of the laboratory teachers will not carry a full share of the student-teaching load by virtue of the subject they teach. An example would be the Spanish teacher.

It becomes obvious that the present number of teachers in the laboratory school cannot provide the minimum clock hours for the student-teachers. To insure an adequate program, off-campus facilities are essential. Further, the present plant facilities prohibit any substantial increase in the number of high school teachers.

This formula, although use here to indicate the adequacy of the enrollment of P. K. Yonge Laboratory School, is not capable of determining the size of a laboratory school needed to supply adequate laboratory facilities. It is capable of determining the size of a laboratory school needed for providing student-teaching only, and in so doing completely ignores the other functions, such as demonstration, experimentation, and community service, which are supposed to be achieved by the school. This formula takes into consideration only the student-teaching experiences, and then, upon the recommendation of the American Association of Teachers Colleges,¹² the two factors

¹²The name of this association was changed to the American Association of Colleges for Teacher Education in February, 1948.

which require 90 clock hours and three-fifths of the teaching by student-teachers are added which so overload the school faculty with student-teachers that the functions of demonstration, experimentation, and community service are automatically precluded. It becomes obvious that the teacher cannot, with only two-fifths of the time left for her to assume control of the classroom, carry on a program of experimentation or demonstration.

This formula will be used in this study to determine the adequacy of the enrollment of each school in providing student-teaching experiences, but in no sense is it intended to show the enrollment necessary in a laboratory school to insure the achievement of those functions deemed desirable in a laboratory school. Evidence will be presented later which will raise a serious doubt as to the factors involved in this formula.

The future plans for student-teaching include (a) the internship program for all student-teachers, (b) greater use of the campus laboratory school for observation, demonstration, and as a corrective or remedial clinic, and (c) a complete follow-service on all graduating student-teachers.

Use of the Laboratory School for Observation and Demonstration

In the immediate past, the faculty of the laboratory school and the faculty of the College of Education have been so heavily scheduled with practice-teaching courses that it was impossible to use the laboratory school for demonstration and observation purposes. The

great influx of college students following World War II has been a severe drain on the facilities of both the College of Education and the laboratory school.

Beginning with the introduction of the internship program, greater stress is being placed upon the observation, demonstration and participation aspects of the total teacher-training program. This new program provided for two days per week in observation and participation as referred to in the fifteen hour block course. Each student will spend approximately seventy-two hours in observation and limited participation during the semester. The facilities of the campus laboratory school will be utilized in this pre-student-teaching course.

This program also provides for a seminar to be held during the week between the two periods of internship. Observation and demonstration will be used during this week to demonstrate certain techniques of teaching and to help remedy the personal problems of the various student-teachers. This period will take place concurrently with the actual student-teaching.

At the end of the internship, another seminar will be held to discuss the experiences of the students and to help with individual problems. Individual cases needing help will have another period of directed observation. These seminars and periods of directed observation will be held in the campus laboratory school.

In the future, the facilities of the laboratory school will be utilized to a much greater extent for observation, demonstration,

and participation. If present plans materialize, in the future the campus laboratory school will be utilized more for these purposes than for any other reason.

Use of the Laboratory School for Experimentation

The P. K. Yonge Laboratory School has been featured in several printed descriptive studies, and several master's theses have been centered around various phases of its functions. Mead¹³ has compiled a bibliography of printed materials which concerns the laboratory school. Of these materials, only one could be classified as being planned experimentation in that a problem existed, a hypothesis was set up, and data secured to solve the problem. This was an experiment with combined small classes in a high school to ascertain what would result and what conditions must exist for such a combination to be fairly effective. The subject used was mathematics. This experiment was published first in a mimeographed bulletin,¹⁴ and later was published in Educational Administration and Supervision.¹⁵

¹³ Mead, A. R., P. K. Yonge Laboratory School, A Bibliography on the History, Program, Children, etc., of the School, 1934-1944, Bulletin No. 33, Bureau of Educational Research, University of Florida, March, 1944.

¹⁴ Mead, A. R., Kidd, Kenneth, and Lewis, Hal G., Small Classes in Florida High Schools, Bulletin No. 15, Bureau of Educational Research, University of Florida, February, 1940.

¹⁵ Mead, A. R., Kidd, Kenneth, and Lewis, Hal G., "An Experiment with Combined Small Classes in Mathematics," Educational Administration and Supervision, Vol. 26, No. 5, May, 1940, pp. 396-399.

No experimental study conducted in this laboratory school has ever been reviewed by the Review of Educational Research, which is devoted to summarizing significant research in education.

At the present time, only three experimental studies are under way, namely:

(a) Two experiments in the field of Business Education. One, a seven year study now in its fifth year, is to ascertain at what grade levels certain areas of Business Education such as economics, economic geography, consumer education, business law, and introduction to business education, can most effectively be integrated in the core curriculum. The other is an experiment in the sixth grade to determine what effect, if any, the teaching of typing in this grade has upon the language arts skill. The class is divided into two control groups, one taking typing, the other not, in order to compare the final results.

(b) One study is concerned with the teaching of Spanish in the elementary department. There is considerable doubt as to this being a scientifically conducted experiment; at the present it apparently is in a state of impasse.

Use of the Laboratory School for Community Service

The P. K. Yonge Laboratory School does not have any planned program for rendering community service. That type of community service which has been rendered has been incidental to the pursuance of regularly conducted laboratory classes, and was not the result of a

planned program involving the philosophy or functions of the school as a whole.

Summary

The present school plant is overcrowded; neither the laboratory school nor the College of Education can expand their programs adequately, either in content or number of pupils served. The College of Education is gradually utilizing more of the physical facilities which were formerly used by the laboratory school.

The P. K. Yonge Laboratory School is currently being used to provide student-teaching for ninety-three college students. This is a severe strain upon the present facilities, and, as shown by the formula used, the minimum recommendations of the American Association of Colleges for Teacher Education cannot be met. The present plans are to utilize off-campus facilities for all practice-teaching in the immediate future.

The laboratory school has been utilized but relatively little for observation and participation. Under the new program each college student will receive approximately seventy-two hours in planned observation and participation before graduation. The present plans are to use the laboratory school primarily for these purposes in the future.

Only one experimental project has reached fruition in this laboratory school, consequently only one has been published by a national publication in the educational field. None has been reviewed in the Review of Educational Research.

At the present there is no planned program or procedure for the use of the laboratory school by the community.

Florida State University Demonstration School

The present plant housing the Florida State University Demonstration School was occupied for the first time in 1924. As early as 1911-12, the University Catalogue¹⁶ reveals that a model or training school was in use in connection with the teacher-training program. This early model school was for the purposes of providing demonstration of teaching techniques and giving the college student actual contact with school children. It was constructed at a total cost of \$91,313.94 secured from state appropriations. The present building was constructed to be used solely as a laboratory school. At the present time, the School of Education uses some of the classrooms for college classes on Saturday and after three o'clock on week days. None of the School of Education is housed in this building.

Organization and Administration

General. The Demonstration School contains the grades from the kindergarten through the tenth year, inclusive. The staff is composed of the principal, who also teaches two college classes, and twenty-two teachers. The principal holds the rank of associate professor and is treated as a head of a department; however, the Dean of

¹⁶Florida State College for Women, College Bulletin, Vol. 5, May, 1912, p. 14.

the School of Education is the official head of the school. There appears to be no clear demarcation of administrative authority. The teachers are employed with the minimum rank of instructor and may advance to that of full professor. At the present time, three hold the rank of assistant professor and nineteen hold the rank of instructor. The twenty-two teachers hold the Master's degree; the principal has a Doctor of Philosophy degree.

The principal of the school is directly responsible to the Dean of the School of Education. The latter is considered the official head of the Demonstration School. In 1949 four committees were organized in the School of Education to help formulate administrative policies. The principal usually serves as the coordinator of the committees; the other members of the committees are chosen from among the Demonstration School faculty and the School of Education faculty. The curriculum is determined by the Demonstration School faculty with the approval of the principal.

The teachers in the Demonstration School are employed upon the recommendation of a committee which is composed of eight members. The principal serves as chairman, two members are chosen from the Demonstration School faculty, and five are selected from the School of Education. This committee also recommends the salary and professional rank to be offered any new faculty member. There is a very rapid turnover in the teaching personnel. Ten new teachers, or forty-five per cent, were new employees for the school year 1949-50. In 1948-49 there was a twenty per cent turnover in teachers, and in

1947-48 there was a thirty per cent turnover. There have been five principals since the present plant was occupied in 1924. This averages five years for each.

The purposes of the Demonstration School have been formulated and exist in mimeograph form. The following quotation is taken from this mimeographed bulletin;

The Demonstration School is the laboratory in which college students of education, by observation and participation, begin the mastery of the art of teaching. The school is an organ of all the departments of typical public school work, from the nursery school through the high school. It gives the students practical illustrations of good school conditions and scientific school organization. It furnishes demonstration of artistic teaching as well as opportunities for the practice of teaching under the supervision of skillful teachers.

The following statement of responsibilities is a modification of this report.

(1) To the children in the school:

- a. To provide an opportunity for individual development.
- b. To provide an opportunity for social adjustment through group living.

(2) To the College:

- a. To provide an opportunity for students in methods classes and in other college classes to observe teachers and children living and working together under conditions approximating those which exist in the public schools of Florida.
- b. To provide an opportunity for a limited number of college students to practice teach under conditions approximating those which exist in the public schools of Florida.
- c. To provide opportunities for members of the Demonstration School faculty to contribute to the teacher education program of the college of occasionally, upon invitation of the regular in-

structor, working with students in college education classes; working with other members of the college faculty for the improvement of courses in education, and pertinent courses in subject matter areas; participating in the activities of faculty committees and other faculty groups engaged in improving the service which the college renders the state.

- d. To provide opportunities for teachers of college methods classes to demonstrate by teaching classes in the Demonstration School, the application of principles, theories and methods taught in their classes.

(3) To teachers-in-service in Florida public schools:

- a. By serving as a center which teachers may visit for the purpose of observation
- b. By enabling members of its faculty to visit public schools and work with teachers in these schools.
- c. By enabling members of its faculty to participate in educational conferences on the campus and elsewhere in the state and nation serving on the staffs of local workshops.
- d. By the preparation and distribution of materials which will be of assistance to the teachers in the public schools of the state.

(4) To the development of a better program of Public School Education in the State of Florida:

- a. Through cooperation with other institutions in the development of a superior program of teacher education for the whole state.
- b. Through cooperation with the State Department of Education.
- c. Through cooperation with the public school officials of the state.¹⁷

The Demonstration School is operated on the same general time schedule as the public schools of the state. It is in session

¹⁷ The Book of Policies and Practices of the Demonstration School, Florida State College for Women, Tallahassee, Florida, (no date) (mimeographed).

for one hundred eighty actual school days.

The following table gives the number of pupils and faculty members for the period 1940-41 through 1948-49:

TABLE 3

NUMBER OF PUPILS AND TEACHERS IN FLORIDA STATE COLLEGE DEMONSTRATION SCHOOL, 1940-41 THROUGH 1948-49—FIRST THROUGH TWELFTH GRADES

Year	Pupils*	Teachers**
1940-41	376	21
1941-42	388	19
1942-43	444	20
1943-44	368	20
1944-45	374	21
1945-46 ***	326	21
1946-47	338	21
1947-48	329	22
1948-49	366	23

*This figure is the total enrollment for the year.

**Including the principal.

***Beginning this year and subsequently, the school changed its organization from first year through twelfth to first year through ninth year.

Table 3 shows that the total enrollment of pupils has been relatively static, dropping slightly when the school changed from the high school organization of the ninth through twelfth year to the junior high organization of seventh through ninth year only. The enrollment has gradually increased until it has about reached the 1944-45 level. The total number of teachers has increased by two during this period. The main reason for the consistency in enrollment is the fact that the physical facilities have reached a satura-

tion point.

The pupils who attend the Demonstration School are selected as a result of applications, with the openings being filled in order of the date of application. About seventy-five per cent of the students are from the vicinity of the town of Tallahassee. The composition of the student body, therefore, is not comparable to that of the average public school in Florida.

Finance. The Demonstration School receives part of its operating funds from the Leon County Board of Public Instruction and part from Florida State University. About \$5,000 is received annually from the Westcott Estate. The total instructional cost is approximately \$82,500 for the school year 1949-50, with the County Board of Public Instruction providing \$25,000 of this. Seventy-five thousand of the \$82,500 is for instructional salaries alone, and \$7,500 is for instructional supplies. The mean salary for a teacher is \$3,261; four teach twelve months per year, nineteen teach ten months.

The funds provided by the Leon County Board of Public Instruction are computed on the same basis as that provided for all public schools in the state.

School Plant. The Demonstration School is located on the Northeastern corner of the main campus of Florida State University. Approximately seven acres are designated for use by the Demonstration School; however, certain other areas used by the University are used at times by the Demonstration School. Paved streets run north and east of the site, and one paved street runs through it on the western

end. The plant consists of one brick building with an asphalt roof and an outside corridor. The western wing of the plant is one-story; the eastern wing is two-stories where the ground slopes sharply. The Demonstration School uses the gymnasium of the University. The playground is undeveloped.

The school building is composed of offices, bandroom, auditorium, clinic room, library, home making suite, industrial arts suite, cafeteria, special clinic suite, and thirteen classrooms. All facilities are used solely by the Demonstration School except for some of the classrooms. The school has priority on all classrooms; however, the School of Education uses some of them after three o'clock on week days and on Saturday mornings. The school also notifies the School of Education of any vacant rooms during the regular school period which the School may use.

The Demonstration School does not have the facilities to expand its program. Additional space would have to be provided before any additional pupils could be admitted. The only college students who use the facilities are those who do so while in observation, after regular school hours, or on Saturdays. A small number do their practice-teaching there.

Use of the Demonstration School for Student-Teaching

The program for student-teaching at Florida State University is substantially the same for elementary and secondary majors. With the exception of a few persons, as shown in Table 4, all students

serve an internship in an off-campus public school. For economic reasons, the student can, and usually does, go to his home town for his period of internship. However, those majoring in home economics cannot intern in their home schools.

At the present time, the college students register in their method courses the quarter prior to their period of internship. During these courses, each student has a planned program of observation in the Demonstration School and some limited participation. The period of student-teaching is done during a subsequent quarter. The students register for no other course this quarter; they are required to live in the vicinity of the public school in which they teach. The first eight weeks of this quarter the students are doing student-teaching; the last three weeks they are brought back to the University for a three-week period of seminars.

During this period of internship, the student is required to follow a planned program. They are required to (a) spend at least one full day in the office of the principal learning about the administration of a school, (b) make weekly reports to be forwarded to the University, (c) attend general seminar meetings, and (d) in the case of secondary majors, observe in each of the various subject matter areas and spend at least two consecutive days in the elementary department or in an elementary school. The first of the eight-week period is spent in observation. They are required to assume full responsibility for the class for at least fifty-four hours but not more than sixty-five hours.

Florida State University has a written agreement with the public schools affected which is signed by a representative of the University, the County Superintendent of Public Instruction, the County Supervisor of Instruction, the principal of the school involved, and the directing teacher concerned. The directing teacher is selected on the basis of certain qualifications, namely, that she have at least two years experience, a four year college degree in education, the recommendation of the principal and the County Superintendent of Public Instruction, and the approval of the School of Education faculty. Further, she must express a willingness to work with the student-teacher. She receives no pay for her part in the program and is given no college status or rank. She is required to have no special training for this program, but is required to attend certain area conferences during the quarter.

The coordinating teacher from the School of Education endeavors to visit the student at least two times during the period of internship. One visit is near the completion of the period. Conferences are held with the student-teacher and the directing teacher during these visits. Other persons concerned, such as the principal and the County Supervisor of Instruction, are encouraged to attend these conferences also. The latter two help the coordinating teacher in supervising the student-teacher's work while in the field.

The following table shows the total number of student-teachers by year since 1940, indicating whether the student-teaching occurred in the campus laboratory school or in off-campus schools:

TABLE 4

STUDENT-TEACHERS HAVING STUDENT-TEACHING AT FLORIDA STATE
UNIVERSITY DURING THE PERIOD 1940 THROUGH 1949

Year	Semester (or Quarter)	No. on Campus	No. Off-campus	Total
1940-41	Second		14	14
1941-42	First		18	18
	Second		17	17
1942-43	First		24	24
	Second		12	12
1943-44	First		14	14
	Second		12	12
1944-45	First		11	11
	Second		7	7
1945-46	Fall		15	15
	Winter		45	45
	Spring		38	38
1946-47	Fall		10	10
	Winter		58	58
	Spring		65	65
1947-48	Fall		11	11
	Winter		46	46
	Spring		125	125

TABLE 4 (Continued)

Year	Semester (or Quarter)	No. on Campus	No. Off-campus	Total
1948-49	Fall	6	32	38
	Winter	13	87	100
	Spring	18	152	170
1949	Fall	17	90	107

As shown by Table 4, the Demonstration School has not been used extensively for providing opportunities for student-teaching during this period. Immediately following World War II, male students were permitted to enroll in the Tallahassee Branch of the University of Florida in the regular school year under the program provided for veterans. At that time Florida State University was Florida State College for Women. In 1947, it became a coeducational institution and received its present designation. During the last several years, some students were permitted to perform their student-teaching in the Demonstration School. These are usually married veterans or married women who would be inconvenienced by interning away from the campus, out-of-state students who would be inconvenienced, or students whose work is unsatisfactory and needs close supervision. In the future, a few students will be allowed to perform their practice-teaching in the Demonstration School for these same reasons; however, the large majority will participate in an internship. Table 4 also reveals a steady increase in the number of student-teachers.

Even if it were desired to use the Demonstration School for practice-teaching, the present facilities would prevent the development of an adequate program. Using the formula developed on page 45 of this study, and substituting the figure 308 taken from Table 4 which represents the total number of student-teachers having practice-teaching, the formula reads:

$$N = 1.30 \frac{15 \times 308 \times 90}{30 \times 36} \cdot 5/3$$

By solving the formula it is found that a minimum of 834 pupils must be enrolled in the Demonstration School to accommodate 308 student-teachers. Table 3 shows that in 1948-49 only 366 pupils were enrolled in the Demonstration School. It is obvious that a minimum program could not be maintained. This disparity becomes more striking when the student-teachers are broken down to the secondary and elementary levels.

Further, the total hours of the twenty-three teachers for the entire year amount to 24,840 (6 hours per day times 180 days time 23 teachers). The 308 student-teachers need a total of 27,720 hours (90 times 308), or 112 per cent of the total hours of the teachers; the students need 16,632 hours of actual responsible teaching (54, the number specified by this University, times 308), or 60 per cent of the total hours taught as compared with the 40 per cent recommended by the American Association of Colleges for Teachers Education.

It is obvious that the present number of teachers or pupils in the Demonstration School cannot provide the minimum clock hours for

the student-teachers. To insure an adequate program, off-campus facilities are essential. Further, the present plant facilities prohibit any substantial increase in the number of high school and elementary teachers.

Plans for the future are substantially the same as those now in effect, with the exception that Florida State University is re-turning to the semester system rather than continuing in the quarter system. One major change is to have the methods courses concurrently with the course in student-teaching. The first five weeks will be spent in studying general and specific method courses, the next nine weeks will be in internship, and the last two weeks will be spent in seminars at the University. The Demonstration School will be used relatively little, if any, for providing practice-teaching experiences.

Use of the Demonstration School for Observation and Demonstration

The Demonstration School is used for observation and limited participation in a planned program in connection with the method courses. Each elementary major must observe for a two-hour period for at least eight periods per quarter. These periods are provided at scheduled times. As many as ten student-teachers may observe at one time. The secondary majors are required to observe in a planned program for a two-hour period for at least two periods during the quarter. In 1948-49, the Demonstration School was used in this program approximately 1,848 clock hours. In addition to this, students in certain education and psychology courses do some observation.

A planned program for observation is currently being set up for University students taking child psychology, child development, music, physical education, and art. The present plans are to utilize the Demonstration School primarily for purposes of demonstration and limited participation in the future.

Use of the Demonstration School for Experimentation

The Demonstration School has not been used for experimental studies in the past. The only written materials concerning it are either descriptive in nature or are master's theses. There is no record of any experimental studies that have been published in any form; consequently, none have been reviewed by the Review of Educational Research.

No educational experiments are currently being conducted and none are being planned for the immediate future.

The Demonstration School faculty, together with the School faculty, is planning to conduct some studies in nutrition, child growth and development, and in speech and drama. However, these will not be experimental in nature.

Use of the Demonstration School for Community Service

The Demonstration School has no planned program for rendering community service. That type of community service which has been rendered has been incidental to the pursuance of regularly conducted classes, and not as a result of a planned and coordinated program. There are no plans being made at this time to develop a planned com-

munity service program.

Summary

The physical facilities of the present plan prohibit any expansion of the services of the Demonstration School to any significant degree.

The Demonstration School is not being used for providing opportunities for student-teaching with the exception of a few special cases. It is not presently being planned to use the school for this purpose; the internship program will continue to be the primary source of opportunities for student-teaching. Even if it were planned to use the Demonstration School for this purpose, present facilities would prevent the development of an adequate program.

The Demonstration School is used in a planned program of observation and demonstration being conducted in the method courses, the psychology courses, and a few education courses. In the future, this school will be utilized primarily for the purposes of providing opportunities for observation and limited participation.

The Demonstration School has no printed records of any past educational experiments; there are no current experiments being conducted and none being planned. None has ever been reviewed by the Review of Educational Research.

At the present time there is no planned program or procedure for the use of the laboratory school in community service.

CHAPTER III

STATE-SUPPORTED WHITE CAMPUS LABORATORY SCHOOLS IN GEORGIA

The State of Georgia has three state-supported campus laboratory schools for white pupils which are under the administration of the state universities or colleges. There is the Georgia Teachers College Laboratory High School located on the campus of Georgia Teachers College in Collegeboro, a suburb of Statesboro; the Peabody Laboratory School located on the campus of Georgia State College for Women in Milledgeville; and the University of Georgia Demonstration School located on the campus of the University of Georgia in Athens.

Georgia Teachers College Laboratory High School

The present plant housing the Georgia Teachers College Laboratory High School was first occupied in 1938. There was no high school department on the campus prior to this time; however, there was a type of training school in use which consisted of two rooms in the elementary department. In 1933 this elementary department was enlarged to the present plant of four classrooms. The original cost of the high school plant was \$82,000. It was originally intended for use by the laboratory school only; however, recently the Division of Education occupied part of the office space. The high school department is on one side of the campus and the elementary department is on the opposite side. Each has its own separate administration.

Organization and Administration

General. The Georgia Teachers College Laboratory High School contains the grades from seven through twelve, inclusive. The elementary school contains the grades from the first through the sixth, inclusive. Each has a principal who is directly responsible to the Chairman of the Division of Education. The combined total teaching staff is composed of the two principals and thirteen teachers, eight of whom are in the high school department and five in the elementary department. Both principals hold the rank of associate professor; the teachers hold college ranks from instructor through associate professor. At the present time, no teacher is permitted to advance beyond the rank of associate professor. Two elementary and five high school teachers hold the Bachelor's degree; four elementary and four high school teachers hold the Master's degree.

The Chairman of the Division of Education is the administrative head of both the elementary and high school departments. The administrative policies and program planning are determined by the faculty of the laboratory school, with the elementary and high school departments functioning independently of each other, and then submitted to the Chairman of the Division for final approval. There is little coordination between the elementary and high school departments. The faculty of each meets independently to plan the curriculum. The principal of each acts as chairman with each faculty serving as a committee of the whole. The recommendations must be consistent with the state requirements and must be approved by the Chairman of the Division of

Education. The teachers of both the elementary and high school departments are employed on the recommendation of the Chairman of the Division of Education. He determines the salary and the college rank. There has always been a rapid turnover in the teaching personnel of both departments. In 1949, there was a fifty per cent turnover in the high school personnel and a thirty-three per cent in the elementary personnel. Prior to this year, the turnover was quite rapid, sometimes being almost one hundred per cent. The high school has had five principals since its organization in 1938, which is an average of about two years each. The elementary department has had the same principal since 1929.

Neither the high school nor the elementary department has ever defined in writing the purposes or general aims of its program. The Division of Education does not have a clearly formulated and written statement of the purposes of the laboratory schools.

The following tables give the number of pupils and faculty members for the periods indicated:

TABLE 5

NUMBER OF PUPILS AND TEACHERS IN
 GEORGIA TEACHERS COLLEGE LABORATORY HIGH SCHOOL
 1940-41 THROUGH 1948-49—SEVENTH THROUGH TWELFTH YEAR

Year	Pupils*	Teachers**
1940-41	142	7
1941-42	146	7
1942-43	149	7
1943-44	128	6
1944-45	110	7
1945-46	123	7
1946-47	125	7
1947-48	121	7
1948-49	130	7

* This figure is the total enrollment for the year.

** Including the principal.

TABLE 6

NUMBER OF PUPILS AND TEACHERS IN
 GEORGIA TEACHERS COLLEGE ELEMENTARY TRAINING SCHOOL
 1943-44 THROUGH 1948-49—FIRST THROUGH SIXTH YEAR

Year	Pupils*	Teachers**
1943-44	135	4
1944-45	162	4
1945-46	181	4
1946-47	162	4
1947-48	179	5
1948-49	150	5

* This figure is the total enrollment for the year.

** Including the principal.

Table 5 shows that the total number of high school pupils has been slowly declining. The number of teachers has remained the same throughout this period with the exception of the year 1943-44. The present facilities of the high school plant could accommodate about a third more students without seriously interrupting the program. Table 6 shows a fluctuation in the number of elementary pupils, with the mean being 161. The number of teachers has increased by one during this period. The plant housing the elementary school definitely prohibits any expansion in the number of pupils served or the type of program offered.

The composition of the student body of the elementary department is unique in that all of the pupils are from rural areas and are transported to the school. According to a recent testing program, most of the pupils are retarded. In the high school, there are a few children of the faculty members of the college; however, over ninety-two per cent are from rural areas and are transported. With this high percentage of rural pupils, these laboratory schools are definitely abnormal in comparison with the public schools.

Both laboratory schools operate on a nine month schedule with a total of 180 actual school days.

Finance. Both laboratory schools are supported from funds provided partly by the County Board of Education and partly by Georgia Teachers College. The total cost of instructional salaries for the laboratory schools during 1949-50 is budgeted at \$35,550; the total instructional cost of salaries for the elementary department for this

year is \$14,000, with that of the high school being \$21,550. The mean salary of a high school teacher is \$3,078; that of an elementary teacher is \$2,800 for nine months per year.

The funds provided by the County Board of Education are computed on the same basis as that provided for all public schools in the State of Georgia.

School Plant. The laboratory high school is located on the southeastern section of the main campus, and contains approximately ten acres in the site which is designated for its specific use. There is a paved street immediately in front of the building. The main building is of reinforced concrete frame with brick walls. It is a one-story building with a large above-ground basement containing the cafeteria and industrial arts suite. The high school uses the college gymnasium.

The high school plant is composed of office suites, industrial arts suite, home making suite, cafeteria, auditorium, two music rooms, and six classrooms. The Division of Education is housed in this plant and occupies two office suites. The College uses the music rooms jointly with the high school. No college classes are held in the plant; however, the classrooms are used for conferences with the student-teachers when not in use by the high school. These present facilities would suffice to permit expansion in terms of the number of high school pupils in attendance.

The elementary training school plant is located on the northeastern section of the main campus about five blocks from the high

school. It is constructed partly of wood and partly of brick. It is a one-story building, and contains a library, a cafeteria, a conference room, a health room, and four classrooms. The classrooms are used solely by the elementary school; however, the college uses one office and the conference room. The four classrooms are terribly overcrowded; in 1948-49, there were about forty pupils in each of the four sub-standard rooms. The number of pupils served could not be increased with the present facilities and an adequate program maintained.

Use of the Laboratory Schools for Student-Teaching

Georgia Teachers College uses a different program for student-teaching on the elementary and secondary levels. At the present time, all student-teaching is done in the campus laboratory schools. The following table gives the total number of student-teachers by year since 1940-41. The figure for 1949-50 is based upon applications filed with the Division of Education.

TABLE 7

STUDENT-TEACHERS HAVING STUDENT-TEACHING AT GEORGIA TEACHERS
COLLEGE DURING THE PERIOD 1940-41 THROUGH 1949-50

Year	Number
1940-41	84
1941-42	120
1942-43	82
1943-44	53
1944-45	30
1945-46	41
1946-47	59
1947-48	79
1948-49	189
1949-50	162

Of the 162 shown for 1949-50, 22 are elementary majors and 140 are secondary majors. During the years of World War II, the total number of student-teachers dropped sharply; however, the number has been rising steadily since the war.

Those students majoring in elementary education register for a full quarter in the student-teaching course. This is the only course taken that quarter. The entire day is spent in the elementary training school; one hour is spent in a methods class, one hour is spent in conference with either the supervising teacher or the

coordinator, and the rest of the day is spent in either observation or student-teaching. During the early part of the quarter, most of this time is in observation, then limited contact with the pupils is experienced, with the latter part of the quarter being spent in responsible teaching. An effort is made to give each student-teacher at least ninety clock hours of practice-teaching.

Those students majoring in secondary education have a slightly different program. They too register for a full quarter with no other classwork being taken. The first period in the morning they meet for one hour with the coordinator, then they have a conference with their supervising teacher. These conferences are not individual but in groups. One hour per day is devoted to student-teaching; the rest of the day is spent in seminar groups. Those who develop problems are required to spend extra time in observation. This quarter is supposed to give the students their methods courses, curriculum courses, and student-teaching concurrently.

To determine whether the present enrollment of the laboratory schools will permit the present number of student-teachers to receive the ninety clock hours required, the formula used on page 45 is applied. The formula is applied separately to the elementary and high school departments. Substituting the figures from Table 7 for the year 1949-50, the formula for the high school department reads:

$$N = 1.30 \frac{15 \times 140 \times 90}{30 \times 36} \cdot 5/3$$

By solving the formula, it is found that 379 pupils must be

enrolled in the laboratory high school to accommodate 140 student-teachers. Table 5 shows that in 1948-49 only 130 pupils were enrolled in the high school, and that the trend indicates fewer pupils enrolling each year; consequently it is obvious that this campus laboratory high school cannot meet the minimum standards it proposes to meet.

By substituting the figures from Table 7 that represent the elementary majors for 1949-50, it can be determined if the elementary enrollment can accommodate the student-teachers majoring in elementary education. The formula reads:

$$N = 1.30 \frac{15 \times 22 \times 90}{30 \times 36} \cdot 5/3$$

By solving the formula, it is found that a minimum of 60 pupils are needed to accommodate 22 student-teachers. Table 6 shows that 150 pupils were enrolled in the elementary training school during the 1948-49 school year, which is more than enough to meet this standard.

Plans are being prepared now at Georgia Teachers College to develop an internship program utilizing the facilities of the public schools. The definite plans for this program have not been worked out; however, the College is planning to pay the directing teachers in the public schools a small stipend for their help in the program.

Use of the Laboratory Schools for Observation and Demonstration

There is no definite planned program or schedule for using the laboratory schools for purposes of observation and/or demonstration. The elementary department does require each student to spend

some time in observation during the quarter that he is doing practice-teaching, but there is no planned program, definite amount, or coordination. The high school does not have a program of any kind unless the student develops problems and then observation is required.

As the internship program is developed, the administration plans to utilize the laboratory schools for purposes of demonstration and observation. This will be the major use of the schools.

Use of the Laboratory Schools for Experimentation

Neither the elementary nor the high school has ever been used as a laboratory for experimentation. There has never been an experimental study which was published; consequently, none has ever been reviewed by the Review of Educational Research. There are no experiments being conducted and none being planned.

Use of the Laboratory Schools for Community Service

Neither the elementary nor the high school has a planned program or procedure for providing community services. There is not even a Parent-Teacher Association. The only function that the schools has which provides contact with the community is an annual Harvest Festival.

Summary

The present school plant for the elementary school is overcrowded; it cannot adequately expand its program. The high school could increase the total student enrollment using present facilities.

The elementary and high schools are currently being used to

provide student-teaching for all student-teachers. The high school cannot provide an adequate program for the college students for purposes of student-teaching; the elementary school can provide adequately for the present number majoring in elementary education. Plans are being formulated to develop an internship program for all student-teachers in the future.

The laboratory schools have not been used for observation and participation, except incidentally. As the internship program is developed, the campus laboratory schools are to be used mostly for these purposes.

No experimental project has ever reached print in any form in these schools. None has been reviewed in the Review of Educational Research, none is being conducted, and none is being planned.

There is no planned program or procedure for the use of the laboratory school by the community.

Peabody Laboratory Schools, Georgia State College for Women

The Peabody Laboratory Schools consist of the elementary school and the high school. Each is a separate department and has a separate person in charge; however, the Superintendent of Peabody Laboratory Schools is the official head of both. The present plant in use for the elementary department was first occupied in 1938. It was constructed at a total cost of \$100,000, being financed mostly through the Public Works Administration, and was intended to serve the elementary department only. The present high school plant was first occupied

in 1926. The original cost of this building was \$40,000 which came from state appropriations. The original use was by the high school only; an addition at one end is now used for college offices, classes, and conferences.

Organization and Administration

General. The Peabody Laboratory Schools, though being divided into two departments, will be discussed as a single school since all data are applicable to both. Actually, both are under the supervision of the Superintendent of Peabody Schools and are administered in the same manner. The school includes the grades from kindergarten through the eleventh year, inclusive. The teaching staff is composed of the Superintendent of Peabody Laboratory Schools, the high school principal, the librarian-office assistant, and seventeen teachers. The Superintendent holds the college rank of full professor, the principal holds the rank of assistant professor, and the others hold ranks ranging from instructor to assistant professor. All can advance to the rank of associate professor, but only if they hold a Doctor's degree. The Superintendent now has a doctorate, six faculty members have a Bachelor's degree, and thirteen have a Master's degree. The principal is required to have a Master's degree; however, it is desired to have the principal hold a doctorate.

There is a line organization of responsibility and authority. The principal is responsible to the Superintendent, who is in turn responsible to the Head of the Department of Education. He in turn is

responsible to the Chairman of the Division of Teacher Training, who is responsible to the Dean of the College. There is apparently no clear demarcation of authority or administrative responsibility as far as the laboratory schools are concerned. All administrative policies and planned programs are originated by the Superintendent and principal, subject to the approval of the Head of the Education Department. The faculty of the laboratory schools and the pupils enrolled are frequently asked to participate in the formation of these policies. The curriculum is determined by the Superintendent, the principal, and the faculty of the laboratory schools, subject to the approval of the Head of the Department of Education.

The Superintendent employs all the teaching personnel. An approved list is submitted to the President of the College who makes the final decision. There has been a fairly rapid turnover of teaching personnel. In 1949 there was a seventeen per cent turnover of teachers; in 1948 there was a twenty-two per cent turnover. There have been four principals since starting the plan of having a separate principal under the Superintendent.

The school is supposed to have a written copy of its purposes or general aims in its relation to the teacher-education program; however, this copy could not be found while the writer was there.

The following table gives the number of pupils and faculty members for the period 1945-46 through the present enrollment for the year 1949-50:

TABLE 8

NUMBER OF PUPILS AND TEACHERS IN PEABODY LABORATORY SCHOOLS
1945-46 THROUGH 1949-50--FIRST THROUGH TWELFTH YEAR

Year	Pupils*	Teachers**
1945-46	407	22
1946-47	405	22
1947-48	408	22
1948-49	415	21
1949-50	398	20

* This figure is the total enrollment for the year.

** Including the principal and the superintendent.

This table shows that the total enrollment has remained fairly static. The number of teachers has decreased by two during this period. The present plants do not have adequate facilities to permit the expansion of the program either in content or in number of pupils served.

The composition of the student body of this school is unique. In the high school, only girls are allowed to attend. These come partly from the town and partly from the rural areas. In the elementary department, boys are permitted to attend in the primary grades; however, by the fourth year many begin to leave for a nearby military academy. The Peabody Schools have always had this peculiar selectivity. It is an extremely unnatural situation in which to give student-teacher experiences in student-teaching.

This laboratory school operates on the same general time schedule as the public schools of the state. It is in session between

175 and 180 school days.

Finance. The Peabody Laboratory Schools receive part of their funds from the County Board of Education and part from the College. The total cost of instructional salaries for the school year 1949-50 is budgeted at \$55,675, of which the County Board provides \$23,588.90. The mean salary for a laboratory teacher is \$2,930 per nine month year.

The funds provided by the County Board of Education are computed on the same basis as that provided for all public schools in the state.

School Plant. The Peabody Laboratory Schools are housed in two separate plants. The high school building is located on the western side of the main college campus, having approximately five acres designated for the specific use of the school. The building is an old one of brick construction, joined on one end by the building which houses the Department of Education. A paved street runs about twenty feet in front of this building. The elementary building is located diagonally across from the high school building on a separate site of five acres. This site is separated from the main campus by a paved street. The building is of reinforced concrete frame with brick walls.

The high school building is composed of a library, a home making suite, a visual aid room, a gymnasium, offices, a cafeteria, an auditorium, a store, and eleven classrooms. The elementary building is composed of an auditorium, a library, a music room, a health room, a sleeping room, a play room, a music studio, offices, and eight class-

rooms. All of these facilities are used by the laboratory schools only. These facilities will permit an increase in the enrollment of pupils.

Use of the Peabody Laboratory School for Student-Teaching

The program for student-teaching at Georgia State College for Women is substantially the same for the elementary and secondary majors. All of the education majors are required to do student-teaching in the laboratory schools with the exception of those majoring in home economics. These latter participate in an internship in the public schools of the state. It is interesting to note that this College used an internship program at one time for all student-teachers but gave it up due to the lack of adequate funds and the lack of adequate supervision.

Those students doing student-teaching in the laboratory schools register for three courses only during the quarter they participate in the program. One course is in directed observation for training; this course meets daily for a one-hour period. The second course is in directed student-teaching and also meets daily for one-hour periods during which the student is actually teaching. These students are permitted to take one other course of their own choosing, as long as it is connected with teacher-education, and these constitute the classroom work for this quarter. The methods courses are usually taken prior to this quarter. Ninety clock hours are required of all student-teachers in the student-teaching program.

The following table gives the total number of student-teachers by year since the year 1945-46, indicating whether the student-teaching occurred in the campus laboratory schools or in off-campus schools. Those performing an internship are the home economics majors. The figure for 1949-50 is based upon the number of applications filed with the Director of Student-Teaching.

TABLE 9

STUDENT-TEACHERS HAVING STUDENT-TEACHING AT GEORGIA STATE COLLEGE FOR WOMEN DURING THE PERIOD 1945-46 THROUGH 1949-50

Year	No. on Campus	No. Off-campus	Total
1945-46	75	30	105
1946-47	72	38	110
1947-48	78	36	114
1948-49	117	44	161
1949-50	76	37	113

Since ninety clock hours are required of each student-teacher in this program, the formula used on page 45 is applied. Of the 415 pupils shown in Table 8 for 1948-49, 170 are in the high school; of the 117 student-teachers shown in Table 9 for the same year, 82 are high school majors. Substituting these figures, the formula reads;

$$N = 1.30 \frac{15 \times 82 \times 90}{30 \times 36} \cdot 5/3$$

By solving the formula, it is found that 222 pupils must be enrolled in the high school to accommodate 82 student-teachers. Inas-

much as only 170 pupils were enrolled in the high school, this standard cannot be met.

To determine if the present enrollment in the elementary school is sufficient to meet this standard, the proper figure from Table 9 is substituted, giving:

$$N = 1.30 \frac{15 \times 35 \times 90}{30 \times 36} . 5/3$$

By solving the formula, it is found that a minimum of 95 elementary pupils must be enrolled to accommodate 35 student-teachers. Inasmuch as 245 pupils are presently enrolled in the elementary school, this standard is easily met.

Those students majoring in home economics must register for a full quarter of student-teaching. They spend this quarter as interns in the public schools. The College has a written agreement with these public schools; the directing teacher is given no college rank or rating for her participation in this program, but she is paid a stipend for each student-teacher. This stipend comes mostly from federal funds. The interns are visited at least two times by the coordinating teacher while in the public school.

Use of the Peabody Laboratory Schools for Observation and Demonstration

Georgia State College for Women has a definite planned program for the use of the laboratory schools for purposes of directed observation. An introductory course in education, in which an effort is made to give an overview of the total school program, requires a definite amount of directed observation for each student, usually two or

three one-hour periods. The courses in child growth and development also require certain periods of observation, but only after the accumulated records of the individual or individuals being studied are closely examined.

In the course on directed observation mentioned in the preceding section, one hour per day is required for observation. The supervising teacher meets with the group and explains what they are specifically to observe. The group then observes, sometimes individually, but usually in groups. After the period of observation, the group again meets with the supervising teacher at which time any questions arising are answered. In 1948-49, the 161 student-teachers spent a total of approximately 14,490 hours in observation. During the directed methods courses, the students are required to meet periodically in conferences with the supervising teachers and to spend a certain amount of time in directed observation.

The students come over for observation in the laboratory schools only at the specific periods designated during the courses mentioned. Special permission is sometimes granted to students to observe at other times.

Use of the Peabody Laboratory Schools for Experimentation

The Peabody Laboratory Schools have not in the past been used for experimental purposes. There is no record of any experimental study having been published in any form; and none, of course, have been reviewed by the Review of Educational Research. None is being

conducted at the present time, and none is being planned for the immediate future.

Use of the Peabody Laboratory Schools for Community Service

The Peabody Laboratory Schools do not have any planned program for rendering community service. That type of community service rendered has been incidental to the pursuance of regularly conducted laboratory classes, and was not the result of a planned program conceived by the schools. The elementary department does permit the public to use the auditorium in its building for certain occasions, but no other facility is available for public use.

Summary

The present school plant does afford adequate facilities for permitting an increase in the enrollment.

The laboratory schools are currently being used to provide student-teaching experiences for all college students majoring in education, with the exception of those majoring in home economics. According to the college's standard of providing ninety clock hours per student, the present school facilities are adequate in terms of pupils enrolled and teachers employed. This standard could not be met in the high school if the number of student-teachers increases in the future unless the high school enrollment increases proportionately.

The laboratory schools have a planned program of directed observation. Each student receives at least fifty hours of observation in the directed observation courses, plus certain amounts required in

other courses. As long as student-teaching experiences are given in the campus schools, the observation program can hardly be expanded as the number of teachers will not permit it.

No experimental study has reached fruition and been printed in any form; consequently none has been reviewed by the Review of Educational Research. None is being conducted or planned at the present time.

At the present time there is no planned program or procedure for the use of the laboratory school by the community.

University of Georgia Demonstration School

The present plant housing the University of Georgia Demonstration School was occupied for the first time in 1933. It was constructed at a total cost of \$50,000 from state appropriations. The buildings were used for other purposes before the Demonstration School occupied them in 1933. The plant is composed of two buildings, one for the high school and one for the elementary, and the basement floor of a college building. This latter building is situated between the high school and the elementary school. The two buildings housing the elementary and high school departments were originally constructed for use by the college, but were given over to the Demonstration School to be used by them only. At the present, none of the College of Education is housed in the Demonstration School plant.

Organization and Administration

General. The Demonstration School contains the grades from the

first through the eleventh year inclusive. It is in the process of adding the twelfth year. The teaching staff is composed of the principal and eighteen teachers, plus one teacher who is retired but who continues to teach without drawing any salary. The principal holds the college rank of assistant professor, which is as high as the principal's position presently calls for; the teachers all hold the rank of instructor, which is as high as a teacher can go. The principal is required to have a Master's degree and it is desired that all the teachers have the same degree. However, at the present time, only ten teachers have Master's degrees with the remaining eight having Bachelor's degrees. This is not taking into account the retired teacher who is technically not an employee.

The principal of the laboratory school is considered the head of a department as far as the general operation of administration is concerned, although at the present such status is not in reality a fact. He is directly responsible to the Dean of the College of Education who is the actual administrative head of the laboratory school. The administrative policies and the planned program of the school are determined by the faculty of the laboratory school with the principal acting as chairman. The faculty members of the College of Education are used as consultants but have no active participation in the final decision. All such administrative policies and programs must be submitted to the Dean of the College of Education for final approval. The curriculum of the laboratory school is determined in much the same manner, with the faculty of the laboratory school acting as a

committee of the whole with the principal as chairman, and with the college faculty being used as consultants. Any vital change in the curriculum must be submitted to the Dean of the College of Education for final approval. In actual practice, the laboratory school is fairly independent in determining its administrative policies and programs.

The teachers in the laboratory school are employed upon the recommendation of the principal and the Dean of the College of Education. These two usually act as a small committee to recommend new teachers; however, the Dean of the College of Education makes the final decision. These recommendations are then sent through channels to the Board of Regents which make the final decision. Since the school was organized in its present form, there has been a fairly rapid turnover of teachers. In 1949 there was a twenty-two per cent turnover in the teaching personnel; in 1948 there was a twenty-eight per cent turnover. The Dean of the College of Education was also the Principal of the Demonstration School until 1941-42. Since that time, when a separate principal was appointed, there have been eight principals, which averages about one year for each.

The Demonstration School has a mimeographed bulletin which gives the organization, requirements, and philosophy of the school which pertains to the pupils enrolled in it; however, it does not have a defined and written set of policies, purposes, or general aims concerning its part in the teacher-education program.

The annual report of the College of Education in 1946-47, though,

does give the general purposes of the school:

The Demonstration School is an integral part of the College of Education of the University of Georgia and is a laboratory for the training of teachers. Its primary purposes are (1) to give the best educational opportunities to the children residing in the area served by the school, and (2) to serve as a laboratory for the training of teachers.

As a laboratory for the training of teachers the University Demonstration School provides opportunities for pre-service and in-service teachers to observe the procedures involved in formulating a sound educational philosophy and of putting that philosophy into action through good teaching procedures. As a laboratory in education, it serves as a center where new theories, methods, and materials in education may be tried out and evaluated. The Demonstration School also provides limited opportunities for pre-service and in-service teachers to practice good teaching procedures under the observation and guidance of trained critic teachers.

In order to consummate its responsibility for evaluating new theories, methods, and materials in education the Demonstration School expects to publish material concerning its findings and make these available to the public schools of the State. In the future it is anticipated that the Demonstration School will work in close cooperation with the Bureau of Educational Research and Field Service in discharging this responsibility.

The Demonstration School carries on during the year a number of service projects designed primarily to assist the children and adults living in the area served by the school.¹

The following table gives the number of pupils and faculty members for the period 1940-41 through 1948-49:

¹University of Georgia, "Annual Report of the College of Education, 1946-47," June, 1947, mimeographed.

TABLE 10

NUMBER OF PUPILS AND TEACHERS IN UNIVERSITY OF GEORGIA LABORATORY SCHOOL, 1940-41 THROUGH 1948-49--FIRST THROUGH ELEVENTH YEAR

Year	Pupils*	Teachers**
1940-41	469	16
1941-42	458	16
1942-43	442	16
1943-44	468	16
1944-45	430	16
1945-46	501	17
1946-47	489	17
1947-48	529	18
1948-49	522	19

* This figure is the total enrollment for the year.

** Including the principal.

Table 10 shows that the total enrollment has been gradually increasing during the past few years. The total number of teachers has increased by three during this period; this figure does not include the retired teacher who is working in the school. The present facilities are terribly overcrowded, with sub-standard rooms in size, which were once conference rooms, now being used for classes of thirty to forty pupils. There could not be any appreciable increase in the total enrollment with the present plant.

The children are selected for attendance by the County Board of Education. A specific attendance area is designated, such area being mostly rural at the present. The only faculty children who are permitted to attend are those living in this designated area. The result is a fairly well balanced composition of the student body. There

are slightly more rural children in attendance than town children.

The time schedule for the laboratory school is the same as that of the public schools in the state. It operates for 180 school days, six periods per day.

Finance. The Demonstration School receives part of its operating funds from the County Board of Education and part from the University of Georgia. The total cost of instructional salaries as provided in the budget for 1949-50 is \$48,000, of which \$26,000 is provided by the County Board of Education. The salary range for an instructor is from \$1,900 through \$3,200, with the mean salary being approximately \$2,526 per year.

The funds provided by the County Board of Education are computed on the same basis as that provided for all public schools in the state.

School Plant. The Demonstration School plant is located on the Coordinate Campus about two miles from the main campus. Approximately seven acres are designated for the specific use of the laboratory school. A main paved street runs about one hundred yards in front of the main building. The plant is composed of two buildings, one for the high school department and one for the elementary, with the use of the basement floor of a third building which is located between the high school building and the elementary building and which is used mostly for college classes. The basement of this building is used because of the overflow of pupils which two regular buildings could not accommodate. The buildings are two-story structures with brick walls and

above-ground basements. There is no central heating. The Demonstration School has the use of the University gymnasium during certain periods of the day.

The school plant is composed of a cafeteria (which is also used as an auditorium), a home making suite, a science suite, shops, a vocational agriculture laboratory room, a library, offices, and thirteen classrooms. The laboratory school facilities are used only by the school itself, with the exception of the gymnasium which is shared by the University. It is terribly overcrowded and is a definite fire hazard. Individual iron stoves are used for heat, the interior, including the stairways, is of wood construction, and there are inadequate exits. It would not be possible to enlarge the present enrollment with these facilities.

It is interesting to note that a large building of reinforced concrete frame with brick walls was constructed across from the College of Education adjacent to the main campus for use as the laboratory school. However, soon after occupying this building, which is very adequate in design and size, the laboratory school had to move back to the old plant so that the navy could have the new plant during World War II. After the navy vacated the new plant, the Demonstration School was not permitted to return to it as the University decided to use it for other purposes.

Use of the Demonstration School for Student-Teaching

The program for student-teaching is substantially the same on

the elementary and secondary levels. The laboratory school is not used for purposes of providing student-teaching experiences except in special cases. Those married students who cannot afford to leave the campus, or other such special students, are permitted to perform their student-teaching in the laboratory school. Usually there are only three or four such students each quarter.

The following table gives the total number of student-teachers by year since 1943-44:

TABLE 11

STUDENT-TEACHERS HAVING STUDENT-TEACHING AT THE UNIVERSITY
OF GEORGIA DURING THE PERIOD 1943-44 THROUGH 1948-49

Year	No. on Campus	No. Off-campus	Total
1943-44		58	58
1944-45		48	48
1945-46		62	62
1946-47	6	105	111
1947-48	10	118	128
1948-49	12	164	176

Table 11 shows that since World War II there has been a steady increase in the number of students performing student-teaching. All of these participated in an internship program in off-campus schools with the exception of three or four as mentioned in the preceding paragraph. These figures do not include those majoring in home economics or vocational agriculture.

In the present program for student-teaching, the students register for a full quarter in the one course. The students are required to live in the community in which they teach, and spend the entire school day at the school. The first part of this period is spent in getting acquainted with the total school program. Next the student spends a period in observation under the directing teacher; gradually he begins to assume limited responsibility in the classroom. During the last two weeks spent in the school, the student assumes full responsibility in the classroom. This gives each student approximately three hundred hours in the school with a minimum of sixty hours of responsible teaching. The method courses are given prior to this period of internship.

The students are given periods of directed observation in the laboratory school beginning with the introductory course in education. In the educational psychology courses, each student is assigned a particular pupil in the laboratory school to observe and study. The method courses also require periods of directed observation and limited contact. These precede the period of internship.

Those few students having student-teaching in the laboratory school follow, in general, the same program as those who participate in the off-campus internship program.

To determine the number of pupils which the Demonstration School can adequately accommodate if it were used in the student-teaching program, the formula used on page 45 is applied. Substituting the proper figure from Table 11 for the year 1948-49, the formula

reads:

$$N = 1.30 \frac{15 \times 176 \times 90}{30 \times 36} \cdot 5/3$$

By solving the formula it is found that a minimum of 477 pupils must be enrolled to accommodate 176 student-teachers. Since 522 are enrolled, this school could maintain the minimum standards. However, this does not take into consideration the home economics and vocational agriculture majors. With an average of thirty students majoring in home economics a year, the one teacher at the laboratory school would not be able to give an adequate program of practice-teaching to all of them.

The University of Georgia has a written contract with selected school centers to utilize them in the internship program. At the present time, the directing teacher is not required to have any specific training for her part other than the possession of a Bachelor's degree. The directing teacher is paid a small stipend for each quarter that she supervises a student-teacher. The coordinating teacher from the College of Education visits with the student-teacher at least once a quarter, at which time a conference is held with the student-teacher and the directing teacher.

A plan is in the process of being worked out in the State of Georgia whereby special certificates will be given to the directing teacher as a result of finishing a planned course of study at the state institutions of higher learning. This course of study will also lead to the Master's degree. The state will then pay these directing teach-

ers extra upon the basis of their certificates, providing they are participating in the internship program. This will apply to any teacher in the state who is participating in any internship program with any institution of higher learning. Plans are also being made to provide a one-day conference each quarter for the directing teachers to discuss the current progress of the program.

Use of the Demonstration School for Observation and Participation

The Demonstration School has a very definite planned program of observation and participation. Those students majoring in education are required to spend at least four periods per quarter in classroom observation. In educational psychology, each college student must have one laboratory pupil assigned for observation and study; at least five one-hour periods per quarter are required per student. All method courses require definite periods of directed observation, and definite periods of observation are required prior to the period of internship.

Each college student concerned is issued a permit at the beginning of the quarter which specifies the classroom, teacher, and time that the student is to observe. The members of the College of Education faculty meet with the principal of the Demonstration School prior to the issuance of these permits and together they work out a planned schedule. No student is permitted to observe without this permit.

Plans are being made to utilize the Demonstration School more

extensively for purposes of observation and participation in the future. A program is being worked out to have a planned schedule of observation for each student after the period of internship is finished. However, the Demonstration School is so inconveniently located with respect to the College of Education that the entire program of observation and participation is seriously hampered. The necessity of transportation for the college students to the laboratory school is a serious problem.

Use of the Demonstration School for Experimentation

The Demonstration School has not been used for purposes of planned experimentation in the past. There is no record of any experimental study having been published in any form. None has, therefore, been reviewed by the Review of Educational Research. There is a program being currently conducted concerning research in the reading field, but it is not in the nature of a planned experimental study. There are no experiments being conducted at the present, and none are being planned for the immediate future.

Use of the Demonstration School for Community Service

The Demonstration School is stressing the development of a community service program. Beginning with the school year 1949-50, a definite and thoroughly planned program has been put into effect. This program consists of a family school night which takes place monthly and in which the faculty cooperates to present a program explaining the school program, or fosters study groups which the parents may join.

The regular school buses operate on these and other nights to furnish transportation to the parents. In addition, the school operates a canning plant which is available for use by the community; the facilities of the cafeteria are available, and are often used by various groups, organizations, or public gatherings; the library is open for public use at designated times; the shops and agricultural laboratories are available at designated periods; and the home making suite is used for demonstration purposes. The Parent-Teachers Association is very active and helps sponsor many of these services. When any planned activity is taking place, the buses run and facilities for caring for small children are made available to the parents. This is a definite attempt to build a cohesive community feeling of being a real part of the laboratory school and its functions.

Summary

The present plant is terribly overcrowded; classes are being held in small former conference rooms. The enrollment should not be increased, and the present program could not be expanded adequately.

The Demonstration School is not being used for purposes of providing student-teaching experiences for the education majors. Three or four student-teachers are allowed to intern in each quarter in the school in special cases.

The Demonstration School has a definite planned program for use of the school for purposes of observation and demonstration. Each college student receives directed observation in the introductory

courses, the educational psychology courses, and the method courses. Plans are being formulated now to use the school more extensively for these purposes in the future.

No records exist of any experimental studies having reached print in any form; consequently, none has been reviewed by the Review of Educational Research. None is being conducted now and none is being planned for the immediate future.

The Demonstration School has a definite planned program for providing community service. A specific attempt is currently being made to develop a cohesive feeling of being a part of the school functions in the community.

CHAPTER IV

STATE SUPPORTED WHITE CAMPUS LABORATORY SCHOOLS IN NORTH CAROLINA

The State of North Carolina has four state-supported campus laboratory schools for white pupils which are under the administration of the state universities and colleges. They are the Appalachian State Teachers College Demonstration High School and Elementary School located at Boone; the Curry Demonstration School located at Women's College of the University of North Carolina in Greensboro; the East Carolina Teachers College Training School located in Greenville; and the McKee Training School located at Western Carolina Teachers College at Cullowhee.

Appalachian State Teachers College Demonstration Schools

The present plant comprising the Appalachian State Teachers College Demonstration Schools is composed of two separate buildings on the same site. One, the high school, was first occupied in 1938. It was constructed at an original cost of \$200,000, which came from state appropriations and the Public Works Administration. It was constructed for the sole use of the high school and is still used by it only. The other building is the elementary school which was first occupied in 1924. It was constructed at a total cost of approximately \$50,000 from state appropriations, and is used only by the elementary school. Each school has its own administration and each has a principal.

Organization and Administration

The Demonstration Schools contain the grades from kindergarten through the twelfth, inclusive. The high school has grades eight through twelve, inclusive; the elementary school has grades one through seven, inclusive, with the kindergarten being separately administered. The teaching staff of the high school is composed of the principal and twenty-three teachers; that of the elementary is composed of the principal and eighteen teachers. The high school principal is considered as a head of a department, but the elementary principal is not. All the teaching staff hold college rank; however, this college does not have definitely defined ranks but goes more according to the degree held and the salary received. In the high school, twenty of the teaching staff have the Master's degree with four having the Bachelor's degree. Fifteen of the elementary school staff hold the Master's degree with four having the Bachelor's degree.

The high school principal, as head of a department, is directly responsible to the Head of the Education Department. The administrative policies and planned programs are determined by the principal who works out the details with the faculty. The principal of the high school is also in charge of the student-teaching program. In matters concerning policies, the high school possesses a fair degree of independence. A faculty-student committee determines the curriculum; this committee is composed of several faculty members and several high school students. All recommendations pertaining to the curriculum must be in conformity with the regulations of the state and college.

The elementary school, however, does not have the same degree of independence as the high school. Rather, it is more closely supervised by the Head of the Department of Education in matters concerning the policy, programs, and curriculum.

The teachers in the high school are selected by the principal. He recommends them to the Head of the Department of Education, who in turn determines the salary to be paid. In the elementary school, however, the teachers are selected by the Head of the Department of Education. There has been a rapid turnover in the teaching personnel of the high school. In 1949 there was a twenty-nine per cent turnover; in 1948 there was a fifteen per cent turnover. The turnover of the elementary school has not been quite so rapid. In 1949 there was only a six per cent turnover; in 1948, however, there was a twenty per cent turnover. The principal of the high school has been in that position since the school first occupied the present plant in 1938; the elementary principal has served for the past eight years.

The high school has a detailed Bulletin¹ giving the philosophy and objectives, the course of study, the aims for the year, the organization, and other detailed administrative policies which pertain to the school and its relation to the high school pupils; it does not give the relation of the laboratory school to the Department of Education nor does it specify the purposes or general aims of the school insofar as it pertains to the teacher-education program.

¹General Organization Bulletin of Appalachian State Teachers College Demonstration High School for 1949 and 1950, (no date) (mimeographed).

The following tables give the number of pupils and faculty members in the elementary and high schools for the periods indicated:

TABLE 12

NUMBER OF PUPILS AND TEACHERS IN APPALACHIAN STATE
TEACHERS COLLEGE DEMONSTRATION HIGH SCHOOL
1940-41 THROUGH 1948-49—EIGHTH THROUGH TWELFTH YEAR

Year	Pupils*	Teachers**
1940-41	357	17
1941-42	387	17
1942-43	350	17
1943-44	323	18
1944-45	340	18
1945-46	363	18
1946-47	413	23
1947-48	423	23
1948-49	433	24

* This figure is the total enrollment for the year.

** Including the principal.

TABLE 13

NUMBER OF PUPILS AND TEACHERS IN APPALACHIAN STATE
TEACHERS COLLEGE ELEMENTARY SCHOOL
1940-41 THROUGH 1948-49—FIRST THROUGH SEVENTH YEAR

Year	Pupils*	Teachers**
1940-41	578	16
1941-42	590	16
1942-43	559	15
1943-44	512	19
1944-45	593	15
1945-46	621	19
1946-47	532	14
1947-48	591	15
1948-49	581	18

* This figure is the total enrollment for the year.

** Including the principal.

Table 12 shows that the total enrollment has gradually increased during this period from 357 to 433 pupils. The number of teachers has increased by four during this period. The present facilities could accommodate a small increase in enrollment. The elementary school, as shown by Table 13, has remained relatively static in its total enrollment. The number of teachers has fluctuated during this period, with a total increase of three. The elementary facilities would not permit any increase in the present enrollment without serious results in the total educational program.

The laboratory high school and elementary school are the only schools in the town of Boone; consequently, all students living in the town and surrounding rural areas attend these schools. There is, as a result of this, no selectivity in the composition of the student body.

Both schools are operated on the same general time schedule as the public schools of the state. Each is in session for 180 school days.

Finance. The Appalachian State Teachers College Demonstration Schools are financed partly by the College and partly by the state through the county. The total instructional cost of the high school according to the budget for 1949-50 is \$68,800, of which \$2,800 is for instructional supplies and \$66,000 for instructional salaries. The mean salary for a high school teacher is \$2,750 for nine months. The total instructional cost of salaries for the elementary school for the same year is \$48,600. The mean salary for an elementary teacher

is \$2,700 for the nine month period.

The funds provided by the state through the county are computed on the same basis as that provided for all public schools in the state.

School Plant. The entire laboratory plant is located diagonally across from the main campus on a site of approximately six acres. The high school building is located on one side of the site and the elementary on the other side. Paved streets run on all four sides of the site. The high school building is a two-story building of reinforced concrete frame with stone walls. The elementary building is a two-story structure of brick construction with a large basement floor.

The high school building is composed of offices, an auditorium, a gymnasium, a library, shops, a home making suite, a band room, and sixteen classrooms. All of these facilities are used only by the high school. The elementary school is composed of offices, conference rooms, a teachers lounge, a health room, a physical education room, a music room, a cafeteria, a library, two gymnasiums, a snack bar, a machine room, a bank room, and fourteen classrooms. These facilities are used only by the elementary school.

Use of the Demonstration Schools for Student-Teaching

The Appalachian State Teachers College is implementing a new program for giving secondary majors student-teaching this year. A total of 160 college students have registered for student-teaching

during 1949-50. Of these, fifty-four will participate in the old program and the rest will participate in the new program. All methods courses are given prior to the quarter that student-teaching is given.

Under the old program, the students register for student-teaching for three quarters; the first quarter is spent in directed observation, the last two in responsible teaching. The student-teachers attend this class for one hour per day throughout the three quarters. Under this program, all practice-teaching was carried on in the laboratory high school.

The new program, which is being used for the first time this year, is a type of internship. All students participating in this program register for a full quarter in student-teaching; no other class work is taken. The entire day is spent in the school. Observation will be stressed during the first part of the quarter, followed by a limited contact with the pupils, with the latter part of the quarter being spent in responsible classroom teaching. The Demonstration High School will be used in this program with a limited number of college students interning there. In both the old program and the new program, a minimum of 120 hours are required in student-teaching. At least ninety of these must be spent in responsible teaching.

The elementary majors do all of their student-teaching in the campus Demonstration Elementary School. The program for these is the same as the old program for the secondary majors already described. The same minimum requirement of 120 hours is in force for the elementary majors.

The following tables show the total number of student-teachers by year for the periods indicated:

TABLE 14

SECONDARY STUDENT-TEACHERS HAVING STUDENT-TEACHING AT APPALACHIAN STATE TEACHERS COLLEGE DURING THE PERIOD 1946-47 THROUGH 1949-50

Year	No. on Campus	No. off Campus	Total
1946-47	135		135
1947-48	140		140
1948-49	148		148
1949-50	54	106*	160

* An undetermined number of these will be permitted to intern in the campus high school.

TABLE 15

ELEMENTARY STUDENT-TEACHERS HAVING STUDENT-TEACHING AT APPALACHIAN STATE TEACHERS COLLEGE DURING THE PERIOD 1947-48 THROUGH 1949-50

Year	No. on Campus	No. off Campus	Total
1947-48	44		44
1948-49	39		39
1949-50	20		20

Table 14 shows that the total number of student-teachers majoring in secondary education is gradually increasing, whereas the total number of those majoring in elementary education is rapidly decreasing.

During 1949-50 about two-thirds of the secondary majors will participate in the internship program.

To determine if the present high school enrollment could accommodate the present number of secondary student-teachers, the formula used on page 45 is applied. Substituting the proper figure for the year 1949-50 from Table 14, the formula reads;

$$N = 1.30 \frac{15 \times 160 \times 90}{30 \times 36} . 5/3$$

By solving the formula, it is found that a minimum of 433 high school pupils are needed to provide each student-teacher with ninety hours of responsible teaching. Table 12 shows 433 pupils enrolled in the Demonstration High School which is the minimum.

To determine the minimum enrollment necessary to provide student-teaching facilities for the twenty elementary majors indicated in Table 15, the formula reads:

$$N = 1.30 \frac{15 \times 20 \times 90}{30 \times 36} . 5/3$$

By solving the formula, it is found that a minimum of 54 pupils is required which is far less than the 581 shown in Table 13.

The Appalachian State Teachers College has a written agreement with thirty-eight public schools to use them in the internship program. The directing teachers are chosen by the principal of the Demonstration High School, who is also in charge of the student-teachers, and the principals of the public schools involved. There is no formulated plan at this time for providing training to these directing

teachers for their part in the program. They do meet, however, in periodic group conferences. No extra pay is given these teachers and no college or professional rating granted. The coordinating teacher from the college visits each school at least three times during the quarter, at which times conferences are held with the student-teachers, the directing teachers, and the principal of the school.

In the future, all student-teachers majoring in secondary education will participate in the internship program. A limited number will do their interning in the Demonstration High School. The majors in elementary education will continue to do their student-teaching in the campus Elementary Demonstration School.

Use of the Demonstration Schools for Observation and Demonstration

At the present time, there is no clearly formulated program at the secondary level for the use of the Demonstration School for purposes of observation and demonstration. These activities are incorporated in the practice-teaching course as described in the preceding section, and under the internship program most of these are done in the off-campus public schools. The use of the Demonstration High School's facilities depend on the College staff, although a plan may be worked out later.

At the elementary level, there is a definite program of demonstration and observation. The college sophomores first come into contact with the Demonstration School pupils on the playground. Courses in educational psychology and in methods require a certain

amount of observation, although there is no definite schedule arranged. Music courses, physical education courses, visual aid courses, and library courses all use the facilities of the school as a laboratory. All observation and demonstration required in the student-teaching course is done at the school.

There are no plans for changing this program in the future.

Use of the Demonstration Schools for Experimentation

The elementary school has not been concerned with experimental studies in the past. The high school, however, has greatly emphasized the experimental aspects of its total functions. In fact, the teaching personnel in the high school is employed with the provision that each person will participate in some type of educational experimentation or research every three years. Each study or experiment must be clearly defined, carefully followed through, and then written up. The results of these requirements are that many studies have reached fruition and many have been printed in national educational magazines.

Of these studies, however, most have been in the form of research rather than experimentation. Several were conducted as experiments and the results have been printed. Most of these were written by Wey, and include an experiment in which the pupils of the school were given great responsibility in the administration of the school;² and an experiment in group guidance.³ None of these studies

²Wey, Herbert, "Teacher-Pupil Committees Share in Administration," The Clearing House, Vol. 23, No. 6, Feb., 1949, pp. 336-339.

³Wey, Herbert, "An Experiment in Group Guidance," Bulletin,

have been reviewed by the Review of Educational Research.

At the present time three experiments are being conducted in the high school, namely:

(a) An experiment in home room organization to determine the most effective type in terms of pupil adjustment;

(b) An experiment in the grading system, to determine whether giving or not giving grades has any effect upon the student's work;

(c) An experiment in the use of new machines designed to improve the reading skill of pupils to determine the validity of use.

The plans for the future include an even greater emphasis upon experimentation in both the elementary and high schools. If present plans materialize, these campus laboratory schools will be used in the future more for the purpose of experimentation than for any other purpose.

Use of the Demonstration School for Community Service

Due to the fact that these two schools are the only ones in Boone to serve the people, there has been developed a rather full program of student activities. There are over forty separate clubs and organizations which function actively in the high school. However, most of these are specifically directed toward the pupils as a part of the curriculum, and are not directed toward the community as a whole. The schools do have special social programs, such as the

National Association of Secondary School Principals, Vol. 32, No. 155, May, 1948.

Parent-Teachers Association, but there is apparently no planned program which specifically serves the community other than the pursuance of those activities which are a normal part of any school function.

There are apparently no plans for developing a community service program in the future.

Summary

The present facilities of the elementary school are not sufficient to carry on an adequate educational program and definitely would not permit an increase in the total enrollment. The high school facilities are adequate for the present enrollment.

The elementary school is used exclusively for providing student-teaching experiences for student-teachers majoring in elementary education and can adequately provide for the present number. The high school is in the process of developing an internship program and it is planned that all student-teachers majoring in secondary education will participate in this new program. A limited number will be permitted to intern in the campus high school.

The high school is used relatively little for purposes of observation and demonstration. A plan is to be worked out with the college faculty for greater use in the future. The elementary school is used more extensively for purposes of observation and demonstration than the high school and will continue in its same program.

Several experimental studies have reached print which were conducted in the high school. None have been reviewed by the Review

of Educational Research. Three are being conducted at the present time. If present plans materialize, in the future greater emphasis will be placed upon experimentation than any other function of the schools.

At the present there is no planned program or procedure for the use of the laboratory schools in a community service program other than those functions regularly associated with public schools.

Curry Demonstration School
Women's College of the University of North Carolina

The present plant housing the Curry Demonstration School was occupied for the first time in 1926. Prior to this time the College had a training school for use in the teacher-education program, but the present organization came into being in 1926. It was constructed at a total cost of \$430,000 from state appropriations. It was intended to house the Department of Education as well as the Demonstration School. In addition to the Department of Education and the Demonstration School, it now also houses the Business Education Section. All of the functions of these three departments are carried on in this building.

Organization and Administration

The Curry Demonstration School contains the grades from kindergarten through the twelfth year, inclusive. The teaching staff is composed of the principal and twenty-four teachers. The principal holds the rank of associate professor, and can advance to full professor

with a Doctor's degree; the teachers all hold college rank ranging from instructor to associate professor. Any teacher can also advance to full professor with the proper qualifications which include a Doctor's degree. The present principal has a Master's degree, one teacher has a Doctor's degree, seventeen teachers have Master's degrees, five have Bachelor's degree, and one does not have a college degree.

The principal is not considered as the head of a department. He comes directly under the authority of the Head of the Department of Education, and is consequently responsible to him. All administrative policies and planned programs are determined by the Head of the Department. The principal frequently recommends policies and programs, but the final decision rests with the Head of the Department. There appears to be no definite demarcation of authority. The curriculum is determined by the high school and elementary faculties working through committees. These must conform to state and college recommendations, and must be submitted to the Head of the Department for final approval.

The teachers in Curry Demonstration School are employed upon the recommendation of the Head of the Department of Education. The principal usually recommends to him those teachers possessing the required qualifications, and usually meets with him to determine the final selection. The turnover in the teaching personnel has been moderate. More than sixteen of the teachers have been employed in the school for more than four years. The turnover in 1949 was only eight per cent; the turnover in 1948 was sixteen per cent. Since 1926

there have been six principals, which is an average of four years per principal.

Curry Demonstration School has in bulletin form the general aims or purposes of its part in the teacher-education program. The following quotation gives in general these purposes or aims:

7. In general, student teachers should give evidence of readiness to assume teaching duties before being assigned to such duties.
8. All student teachers should be required to get as much observation and experience as possible in all the various instructional activities of the Curry School,—those associated with music, art, playground, athletics, assemblies, social life, publications, and various other subject fields.
10. Student teachers should visit classes and schools other than those to which they are assigned. Supervisors should help provide opportunities for profitable visits to other school situations.
11. When not teaching, each student teacher must observe or participate in some school activity.

The state requirements for certification demand a minimum of thirty clock hours (or normal hour periods) of directed teaching.

This does not imply that the student teacher must put in thirty hours in front of the class group, lecturing, explaining, hearing lessons, asking and answering questions, or making uniform assignments to the group.

It means that the student teacher must have thirty hours of experience (under supervision) in guiding and conducting a group of children in their learning activities. These activities should often consist, in the high school as well as in the elementary grades, of supervised study, attacks by individuals and small groups upon problems close to their interests and needs, excursions, library work, conferences, preparation of written reports, presentation of reports, appraisals of growth, diagnostic testing, remedial instruction.

As a part of their professional training student teachers should be given opportunities to visit, alone or with the supervisors, the homes of children. These visits should

of course, be a vital part of Gurry's program of services to the children and the parents.

10. Student teachers at Gurry should make as much use as possible of the opportunities to observe, study and participate in various important phases of school life,—as the social program, assemblies, council activities, clubs, orchestra, chorus, school paper, safety patrol, athletics, playground activities, etc. The supervisors and the principal will bend every effort toward making this course one of genuine, practical service to the students enrolled in it.⁴

The number of pupils and faculty members for the period 1943-44 through 1949-50 is given in the following table:

TABLE 16

NUMBER OF PUPILS AND TEACHERS IN GURRY DEMONSTRATION SCHOOL
1943-44 THROUGH 1949-50—FIRST THROUGH TWELFTH YEAR

Year	Pupils*	Teachers**
1944-45	386	19
1945-46	392	23
1946-47	379	23
1947-48	371	23
1948-49	367	25
1949-50	336	25

* This figure is the total enrollment for the year.

** Including the principal.

The total enrollment of pupils has remained relatively static during this period. The number of teachers has increased by six during the same period. Probably the main reason the number

⁴Gurry Demonstration School, Bulletin, Sept., 1940, pp. 10-13 (mimeographed).

of pupils has remained fairly constant over this period is because the present facilities will not permit an increase in number without seriously harming the total educational program.

The pupils who attend this school are selected by a committee of five laboratory school faculty members. The large majority of these are from a defined district or attendance area determined by the City Education Board; inasmuch as this district is within the city limits, more than ninety per cent of the student body is urban. The committee on attendance endeavors to maintain a normal situation insofar as possible, especially as concerns the economic and social background of the pupils; however, the overall composition is still select in character due to the large number of urban pupils.

Curry Demonstration School is operated on the same general time schedule as the public schools of the state, being in session for 180 days.

Finance. Curry Demonstration School receives part of its funds from the state through the City Board of Education and part from the College. The total cost of instructional salaries for the year 1949-50 as shown in the budget is \$56,128. Of this, approximately \$22,500 are from the City Board of Education. The mean salary of a teacher is \$2,245 for nine months work.

The funds provided through the City Board of Education are computed on the same basis as that provided for all public schools in the state. The City Board of Education furnishes the state equivalent of nine instructional salaries for the operation of Curry Demonstration

School.

School Plant. Curry Demonstration School is located on a twenty acre site directly across from the main campus. It is separated from the main campus by a paved main street which runs approximately fifty feet in front of the school. Paved streets surround the school on all four sides. The two-story building is constructed of reinforced concrete frame with brick walls. The playground is undeveloped. The home making department is housed in a separate building.

The school plant is composed of offices, conference rooms, an auditorium, a gymnasium, a cafeteria, a health room, two libraries (one for the demonstration school and one for the Department of Education), teacher's lounge, a science laboratory, an industrial arts suite, a music room, a home making suite, and nineteen classrooms. The home making suite is used jointly by the demonstration school and the Department of Education. The Department of Business Education is housed in this plant, and the Department of Education uses five classrooms and several offices.

Chart III indicates the present use of this plant by the three departments indicated in terms of percentage of total floor space.

CHART III

PERCENTAGE OF SPACE USED BY THE VARIOUS DEPARTMENTS
IN CURRY DEMONSTRATION SCHOOL

High School 29%	Elementary 25%	College of Ed. Business Ed. 22%	Jointly 24%
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Use of Curry Demonstration School for Student-Teaching

The program for student-teaching at Women's College of the University of North Carolina is substantially the same on the elementary and secondary levels. Those students majoring in physical education, business education, and home economics all participate in an internship program; the rest of the student-teachers do student-teaching in Curry Demonstration School. These latter are required to have eighteen semester hours in education to receive a degree leading to certification to teach. Three of these hours must be in educational psychology, three in a methods course, and three in student-teaching. The other nine are electives.

The student-teacher registers for the three hours in practice-teaching, which requires them to meet five one-hour periods each week. During the early part of the semester, the student spends most of these periods in observation of and conference with the supervising teacher. Gradually they assume more responsibility for the class until they teach the entire period. At least sixty hours of responsible teaching are required and thirty hours of limited participation.

The following table shows the total number of student-teachers by year since 1947-48; the number for 1949-50 is based upon the applications that have been filed with the Director of Student-Teaching.

TABLE 17

STUDENT-TEACHERS HAVING STUDENT-TEACHING AT WOMEN'S COLLEGE OF
THE UNIVERSITY OF NORTH CAROLINA DURING THE PERIOD
1947-48 THROUGH 1948-50

Year	No. on Campus	No. off Campus	Total
1947-48	165	75	240
1948-49	191	68	259
1949-50	103	37	140

The figure for 1949-50 shows a marked decrease. This is due to the fact that the state added the twelfth year to the high schools four years ago which meant that there was no graduating class that year. This is having its effect in the colleges this year.

To determine if Curry Demonstration School has a sufficient enrollment to provide the required ninety hours of student-teaching, the formula used on page 45 is employed. The figure for 1948-49 in Table 17 is used as it is more representative of the usual number than that for 1949-50 for reasons already given. The formula reads:

$$N = 1.30 \frac{15 \times 191 \times 90}{30 \times 36} \cdot 5/3$$

By solving the formula, it is found that a minimum enrollment of 517 pupils is necessary to meet this standard. Table 16 shows that in 1949-50 only 336 pupils were enrolled so far, which is 181 less than is needed. When it is considered that the majority of these student-teachers are secondary majors and that only 113 of the 336

pupils given are enrolled in the high school, then this disparity becomes even more severe. Unless off-campus facilities are used, this laboratory school cannot possibly meet its own standards.

Those students as shown in Table 17 to be receiving student-teaching in off-campus schools are those majoring in home economics, physical education, or business education. The College has a written agreement with certain public schools to permit the student-teachers to intern under certain teachers in the schools. These directing teachers are selected by the College faculty, have no professional or college rank, and with the exception of the ones helping in the home economics program receive no pay. The coordinating teachers endeavor to visit the student-teacher at least two times during the internship. No specific training is required of the directing teacher.

Present plans are to continue in the same teacher-education program as is now in effect.

Use of Curry Demonstration School for Observation and Demonstration

The only planned use of Curry Demonstration School for purposes of observation and demonstration are in the educational psychology courses and in the student-teaching courses. During these courses, observation can be done by appointment only. Other college courses may sporadically use the facilities of the demonstration school for these purposes, but there is no planned schedule or program worked out with the school.

With the present enrollment in the demonstration school being insufficient to provide the needed hours for actual student-teaching, there is little time available for purposes of observation, demonstration, or limited contact with the pupils. There are simply not enough teaching hours in the day.

Use of Curry Demonstration School for Experimentation

Curry Demonstration School has not been used in the past for purposes of experimentation. No experimental study has ever been printed; consequently, none has ever been reviewed by the Review of Educational Research. There are no experimental studies being conducted at this time and none being planned for the immediate future.

Use of Curry Demonstration School for Community Service

Curry Demonstration School does not have any planned program for rendering community service. In the pursuance of regularly conducted classes some service has been rendered to the community; however, this did not occur as a result of any coordinated program originating from a definite planned program. There are no plans existing now for developing such a program in the future.

Summary

Curry Demonstration School cannot increase its present enrollment by any substantial number due to the lack of adequate facilities. The Department of Education is gradually utilizing more of the physical facilities of the plant.

The demonstration school is currently being used to provide student-teaching to all student-teachers except those majoring in physical education, business education, and home economics. The present facilities prevent the achievement of the minimum standards as determined by the College.

The demonstration school is used relatively little for purposes of observation and participation. It cannot meet these purposes adequately with the present number of student-teachers taking student-teaching.

No experimental study has ever reached print in any form and none has been reviewed by the Review of Educational Research. None are being currently conducted and none are being planned for the immediate future.

Curry Demonstration School has no planned program of community service at the present time and is planning none for the future.

East Carolina Teachers College Training School

The present plant housing the East Carolina Teachers College Training School was occupied for the first time in 1928. Prior to this time the College maintained a model school for the purposes of providing college students with contacts with the school children. This model school grew into what is now the Training School. The present building was constructed at a total cost of \$135,000 from state appropriations. New facilities are in the process of being added which will cost approximately \$325,000 when completed. The

plant was erected to house the Training School only, and this has never been changed.

Organization and Administration

General. The Training School contains the grades from one through seven, inclusive. A kindergarten is operated by the Department of Education but it is not considered a part of the Training School. The teaching staff is composed of the principal and fourteen teachers. The principal is not considered the head of a department but is given the rank of associate professor. All teachers hold college rank ranging from instructor through assistant professor. The present principal holds a master's degree; however, the College desires to have the position filled with a person having a doctorate. Twelve of the teachers have the Master's degree and two have the Bachelor's degree.

The principal of the school is directly responsible to the Head of the Education Department. The administrative and executive duties of the principal are not clearly defined; there is apparently no clear demarcation of administrative authority. All administrative policies and planned programs originate with the Training School faculty, but have to be submitted to the Head of the Department of Education for final approval or disapproval. The curriculum is determined by the Training School faculty but it is also subject to the approval of the Head of the Department of Education.

The teachers in the Training School have been, until the pres-

ent administration, employed by the President of the College. A definite policy has not been determined for the employment of these teachers under the present administration which was inaugurated this school year. The teaching personnel has been very stable during the past several years. In 1949 the turnover was only seven per cent, and in 1948 there was no turnover; thirteen of the present teachers, including the principal, have been with the Training School for more than three years. Since 1928 there have been only three principals which is an average of seven years each. The present principal has been with the school as principal for over twelve years.

The purposes or general aims of the laboratory school have been defined and are in bulletin form. This bulletin gives the philosophy of the school, a definition of it, and its relation to the growth of the children in it as well as its relation to the teacher-education program. In this latter relationship, the bulletin makes the following observations:

The center of a teacher's college should be that place where students who are teachers and who are to become teachers see children at work and where they may work with the children under guidance, in order that (1) they may come to a recognition of the nature of that service which is teaching; (2) they may develop a body of controls--techniques, habits, attitudes, and knowledges; (3) they may learn ways of independent self-direction in applying theory to practice, in self-analysis, and in self-improvement; (4) they may gain opportunity for strengthening their own desirable personal and social qualities.

Because (1) the Training School has small classrooms with large groups of children and frequently large groups of college students in a room and because (2) it also serves as a place where young, immature students may experience their first teaching under mature guidance, the

Training School asks that all observations be arranged ahead of time. This assures room and protects children and unformed teachers from errors.

The Training School is used with increasing frequency by college teachers in various fields in order to show to their students relationships between theory and practice or to provide their students with an opportunity to observe and study child nature.

Student teachers are required to meet certain socialistic requirements before they are permitted to work in the Training School. During two quarters these students spend the greater part of the time observing, participating, and gradually assuming fuller teaching responsibilities.

Table 18 gives the number of pupils and faculty members for the period 1945-46 through the present enrollment of 1949-50.

TABLE 18

NUMBER OF PUPILS AND TEACHERS IN EAST CAROLINA TEACHERS COLLEGE TRAINING SCHOOL, 1945-46 THROUGH 1949-50—FIRST THROUGH SEVENTH YEAR

Year	Pupils*	Teachers**
1945-46	555	15
1946-47	550	15
1947-48	560	15
1948-49	552	15
1949-50	504	15

* This figure is the total enrollment for the year.
** Including the principal.

Table 18 shows that the total enrollment has remained rela-

tively static during this period and that the number of teachers has remained the same. This is due to the fact that the present facilities will not accommodate any substantial increase in the enrollment.

The pupils who attend the Training School are selected as a result of being in a designated attendance area. The City Board of Education determines these attendance areas, and requires all pupils in each area to attend specific schools. As a result, the Training School has a wide variation in the composition of its student body. The pupils come from various economic and social groups, ranging from those of tenant farmers to those of bank executives.

The Training School is operated on the same general time schedule as the public schools of the state. It is in session for 180 school days.

Finance. The Training School receives part of the funds for its operation from the state through the City Board of Education and part from the College. The total cost of instructional salaries as shown in the 1949-50 budget is approximately \$45,224. The mean salary of a teacher is \$3,015 for a year. The funds provided by the state through the City Board of Education are computed on the same basis as that provided for all public schools in the state.

School Plant. The Training School plant is located on a ten acre site situated on the eastern side of the main campus. A paved street circles about twenty feet in front of the building. The present plant is a two-story building of brick. Construction has begun upon an addition of reinforced concrete frame with brick walls which

will join the old building by means of a covered walk.

The present building is composed of offices, a music room, eleven work rooms (situated between the main classrooms), a library, an auditorium, a health room, a student-teachers lounge, and fourteen classrooms. The addition, when completed, will include a gymnasium, a cafeteria, a kindergarten suite, a clinic room, an auditorium, a science laboratory, and an arts section. All facilities are used only by the Training School. The present enrollment could not be increased without seriously impeding the present program unless new classrooms were added.

Use of the Training School for Student-Teaching

East Carolina Teachers College has a separate program of practice-teaching for the secondary and elementary majors. The program for the elementary majors uses the facilities of the Training School for providing student-teaching; the secondary majors participate in an internship. All method courses for both majors are given prior to the course in student-teaching.

Those college students majoring in elementary education register for a full quarter in student-teaching. During this period of twelve weeks, the student spends the entire school day in the Training School. The first two weeks are spent in observation, then the students are allowed to assume more responsible teaching. A total of ninety hours are required in actual responsible teaching. Throughout this quarter, the students meet three hours each week in a seminar on

classroom management; three hours each week are spent in group conferences with the supervising teachers; and at least one individual conference is held with the supervising teacher each week. The supervising teacher is required to perform at least two-fifths of all classroom instruction.

Table 19 gives the total number of student-teachers by year from 1945-46 through 1949-50, indicating whether the student-teaching was performed in the campus laboratory school or in off-campus schools. The figure for 1949-50 is based upon the applications filed with the Coordinator of Teaching-Education. This table shows an overall decline in the elementary majors and a rapid increase in the secondary majors. The total number of student-teachers has increased rapidly the past three years.

TABLE 19

STUDENT-TEACHERS HAVING STUDENT-TEACHING AT EAST CAROLINA TEACHERS COLLEGE DURING THE PERIOD 1945-46 THROUGH 1949-50

Year	No. on Campus (Elementary Majors)	No. off Campus (Secondary Majors)	Total
1945-46	39	84	123
1946-47	47	85	132
1947-48	44	88	132
1948-49	36	178	214
1949-50	23	203	226

The program for providing student-teaching on the secondary level is an internship type. The college students register for a full quarter in the student-teaching course which is spent in the community in which they teach or intern. Each intern must spend the entire school day in the school, and no cuts are permitted. The intern spends his first days in the school in observation, gradually assuming more responsibility for teaching the class, until he assumes complete responsibility for conducting the class. The suggested minimum time of actual supervised teaching is eight weeks. After the intern has taught for several weeks, it is recommended that he again observe the directing teacher for remedial purposes. The intern must have experiences in two regular classes, and these should be at different grade levels. Regular conferences are recommended for the intern, the directing teacher, and the coordinating teacher. Supervisory visits by the college coordinator will be made weekly in Greenville schools and at least three times each quarter in other public schools located outside of Greenville.

The intern is required to attend a three hour conference on the campus each Saturday during the period of internship, with the exception of those majoring in home economics who spend the entire day in conference.

The College has an oral agreement with certain public schools to participate in the internship program. The Director of Student-Teaching together with his staff contacts county supervisors for recommendations as to which public school teachers are desirable; the prin-

principal of each school is then consulted; finally, the directing teacher is consulted to determine if she is willing to work with an intern. No special training is required at the present time of the directing teacher except that she be experienced; she receives no college rank or rating but she is paid thirty-six dollars per quarter per student-teacher. The principal of the public school and the superintendent of schools also receives a designated stipend.

To determine if the present enrollment of the Training School can accommodate the present number of elementary student-teachers according to the standards desired, the formula used on page 45 is applied. Substituting the correct figure from Table 19 for the year 1949-50, the formula reads:

$$N = 1.30 \frac{15 \times 23 \times 90}{30 \times 36} \cdot 5/3$$

By solving the formula, it is found that a minimum enrollment of 62 pupils are needed to meet this standard. Table 18 shows that the present enrollment for 1949-50 is 504, which is more than eight times the number required.

Use of the Training School for Observation and Demonstration

The Training School has a very definitely planned schedule which is followed in providing opportunities to observe classroom instruction or activities. Each student registering in East Carolina Teachers College is required to spend a minimum of twenty hours in observation during his first year. In addition, the average student receives fifty hours per quarter in observation and participation

while taking courses in education, music, mathematics, sciences, and English. The College faculty meets with the principal of the Training School and a definite schedule is worked out for each quarter. In addition to this schedule, two classes, the second and sixth, are open and available at all time for purposes of observation.

The Training School also has a definite schedule for providing demonstration of teaching techniques to the public school teachers in the state. A plan is currently being considered which will increase the number of periods during the year that the public school teachers visit and observe.

Use of the Training School for Experimentation

The Training School has not been used in the past for the purposes of conducting experimental studies. No experimental study has ever been printed; consequently, none has ever been reviewed by the Review of Educational Research. There are no experimental studies being conducted at the present, and none are being planned for the immediate future.

Use of the Training School for Community Service

The Training School has a limited program for providing community services. In addition to the regular school activities such as the Boy and Girl Scouts, Parent-Teacher Association, etc., there is a program which makes available to all parents the facilities of the library, and permits them to use the physical facilities of the school plant. Plans are in the process of being developed which will greatly

enlarge this program when the new addition to the present plant is completed. This program will involve the use of the new gymnasium, auditorium, and cafeteria.

Summary

The present school plant is overcrowded; this will be somewhat mitigated when the new addition is completed. However, even then, the present enrollment cannot be substantially increased as no new classrooms are being constructed.

The Training School is currently being used to provide student-teaching for all elementary majors. With the present number of twenty-three student-teachers, the facilities are more than adequate. All secondary majors participate in an internship.

The Training School has a definitely planned program for the purposes of providing observation and participation. All freshmen in the College are required to spend at least twenty hours in directed observation; other courses require as many as fifty hours per quarter in directed observation and participation. Two classes are always open for the purpose of observation.

The Training School has not been used for the purpose of experimentation. No experiment has ever been printed or published; none are being presently conducted, and none are being planned for the immediate future.

There is at this time a limited program of community service being conducted by the Training School. There are plans to enlarge

this program when the additional facilities now being constructed are completed.

McKee Training School, Western Carolina Teachers College

The present plant housing the McKee Training School was occupied for the first time in 1939. There was a training school prior to this time; in fact, the training school as maintained by the College is the only high school available for the residents in Cullowhee and the surrounding area. With the help of the Public Works Administration, the present plant was constructed at a total cost of \$190,000, with an additional \$25,000 being spent to furnish it. It was built to house the McKee Training School only; however, the Department of Education does, at this time, use two office suites in it. All other facilities are used by the Training School only.

Organization and Administration

General. The McKee Training School contains the grades from the first through the twelfth. The teaching staff is composed of the principal and nineteen teachers. College rank is given to the principal; however, a specific rank such as assistant professor or a similar rank is not specified. All teachers hold the college rank of instructor. The principal and all teachers have the Master's degree or the equivalent thereof. By equivalent, it is meant that they have a certificate issued by the state which is the same as that issued for the Master's degree.

Due to the fact that the high school department is the only one in the area, there is a divided responsibility in the administration of the school. The principal is technically responsible to both the College and the county. In actual practice, however, the principal assumes responsibility toward the Head of the Department of Education, who is the real administrative head of the Training School. Apparently, there is no clear line of demarcation as to administrative authority. The administrative policies and program are determined by the Head of the Department of Education in consultation with the principal. The curriculum is determined by the Head of the Department of Education in accordance with the requirements of the County Board of Education.

Technically, the teachers in the Training School are employed by the County Board of Education. In practice, however, the President of the Western Carolina Teachers College selects the teachers and notifies the County Superintendent of Education. The teaching personnel has been fairly stable in regards to turnover. In 1949 the turnover was sixteen per cent; however, in 1948 it was only five per cent. Fourteen of the present teachers have been with the school for over four years. The present principal has held this position since before the present plant was occupied in 1939.

There is no record of the purposes or general aims of the Training School in relation to its functions in the teacher-education program having been defined or printed. The charter of the College issued by the state does specify that the purpose of the College is

to provide training for teachers, but this does not include the part or responsibility of the Training School.

Table 20 gives the number of pupils and faculty members in the McKee Training School for the period 1945-46 through the present enrollment for 1949-50.

TABLE 20

NUMBER OF PUPILS AND TEACHERS IN MCKEE TRAINING SCHOOL
1945-46 THROUGH 1949-50—FIRST THROUGH TWELFTH YEAR

Year	Pupils*	Teachers**
1945-46	521	17
1946-47	548	17
1947-48	526	17
1948-49	574	19
1949-50	569	20

* This figure is the total enrollment for the year.

** Including the principal.

Table 20 shows an overall increase in the total enrollment during this period of forty-eight pupils. The number of teachers increased by three. In terms of the physical facilities, a saturation point has been reached. The present plant is overcrowded and any increase in the number of pupils would serve to intensify the condition.

The high school department of the McKee Training School is the only one existing to serve Cullowhee and the surrounding area. Consequently, all high school pupils in the area attend here, which

gives a distributed or normal student body in terms of its composition. There are three local elementary schools, of which the elementary department of the McKee Training School is one. A certain area is designated from which all elementary pupils must attend the Training School. Here, too, a good distribution is gained in terms of the economic and social background of the student body.

The Training School is operated on the same general time schedule as the public schools of the state. It is in session for 180 school days.

Finance. The McKee Training School receives part of the funds for its operation from the County Board of Education and part from the College. The total cost of instructional salaries as shown in the budget for 1949-50 is \$62,000, of which approximately \$16,000 is provided by the College. The mean salary for a Training School teacher is \$3,100 per year for nine months work.

The funds provided by the County Board of Education are computed on the same basis as that provided for all public schools in the state.

School Plant. The McKee Training School is located on the southwestern corner of the main campus. A site of five acres is specifically designated for the use of the Training School. A paved street runs about fifty feet in front of the building with a parking space provided between it and the building. The two-story building is constructed of reinforced concrete frame with stone walls. All facilities are located in this building.

The plant is composed of offices, an auditorium, a cafeteria, a music room, shops, a cannery, a home making suite, and twenty-three classrooms. Plans are being made to construct a home making cottage. All of these facilities, with the exception of two office suites, are used only by the Training School. The two office suites are used by the Department of Education. The present enrollment is about all that these facilities could adequately accommodate.

Use of the McKee Training School for Student-Teaching

The Western Carolina Teachers College is in the process of revising the student-teaching program given to student-teachers. One plan is the internship program, the other is to use the facilities of the Training School. The school year 1949-50 is the first year that this college has participated in the internship program. Prior to the development of the internship program, all student-teaching was given in the Training School.

All juniors are required to take the same general courses whether they perform student-teaching in the Training School or participate in the internship program. During this year, the students register in a program of courses called The School. This includes two hours per week in laboratory experiences or a visual aids program during the first quarter, as well as three education courses. The winter quarter is concerned with general and special methods; during this quarter one or more days must be spent off-campus observing in minor subjects. A planned program of observation in the Training

School for specific purposes is also followed. At least one quarter is spent in studying such courses as history of education, philosophy of education, etc. Throughout the junior year all students are required to spend two hours per week in observation and participation; one quarter of this is done in the high school, and one quarter in the elementary school, and one quarter in the community. Each student must participate in a minimum of ninety clock hours of observation during the junior year.

The senior year is devoted to the student-teaching program. The students register in either the internship program or in the Training School program. The following table shows the total number of student-teachers by year since 1946-47, indicating whether the student-teaching occurred in the campus laboratory school or in off-campus schools. The figure for 1949-50 is based upon the applications filed with the Director of Student-Teaching for this year.

TABLE 21

STUDENT-TEACHERS HAVING STUDENT-TEACHING AT WESTERN CAROLINA
TEACHERS COLLEGE DURING THE PERIOD 1946-47 THROUGH 1949-50

Year	No. on Campus	No. off Campus	Total
1946-47	62		62
1947-48	70		70
1948-49	70		70
1949-50	60	30	90

Those students receiving their student-teaching experiences in the campus laboratory school must register each quarter for this course during their entire senior year. They spend seven hours per week each quarter in observation, participation, and responsible teaching. From one to three weeks are spent in observation during the first of this program. Gradually the student is permitted to assume more of the functions of the regular teacher until he is assuming full responsibility for the classroom instruction. When he feels the need for tangible teaching aids, he will again spend some time in observation. Students majoring in secondary education are given practice on both the junior and senior high school levels; however, a minimum of forty-five clock hours of responsible teaching must be done in the student's special field. A total of ninety clock hours are required in responsible teaching, exclusive of observation and participation.

To determine if the present enrollment of the Training School is sufficient for providing student-teaching experiences for the sixty student-teachers shown in Table 21 according to this standard of ninety clock hours of student-teaching, the formula used on page 45 is applied. Substituting the proper figures, the formula reads:

$$N = 1.30 \frac{15 \times 60 \times 90}{30 \times 36} \cdot \frac{5}{3}$$

By solving this formula, it is found that a minimum enrollment of 163 pupils is required to meet this standard. Table 20 shows that a total of 569 pupils have been enrolled so far during the year

1949-50, which is more than three times the number needed.

Those students participating in the internship program are required to register for a full quarter in student-teaching. A minimum of ten weeks during this quarter must be spent in the public school in which they are interning. The first one to three weeks should be spent in observation and participation. The student-teacher should assume responsibility for teaching only one class at first, increasing this gradually until he is teaching at least three classes. He should receive experiences in both the junior and senior high schools. A minimum of ninety clock hours, or class periods, is required in actual teaching. Each student is required to attend a three hour conference on the campus each Saturday morning during the ten weeks in interning.

The College is developing a written agreement which it will have with each public school participating in the internship program. The directing teachers are selected by the Director of Student-Teaching and the Head of the Department of Education after consulting with the County Superintendent of Education and the principal of each school involved. No specific training is given these directing teachers for their part in the program; the qualifications required are that the directing teacher hold a Class A Certificate (based upon the Bachelor's degree) and that he be willing to work with the student-teacher. They are asked to attend certain conferences at the College, especially the three hour conference required of the student-teachers. They are given no college rating or rank and receive no pay for their

services. The coordinating teacher visits each student-teacher at least three times during the ten week period of internship.

Plans are in the process of being developed which will require that all students participate in the internship program for purposes of practice-teaching. This will be done first on the high school level.

Use of the McKee Training School for Observation and Demonstration

Western Carolina Teachers College has a planned program of observation and demonstration. Each junior has to spend a minimum of ninety hours in observation during the junior year. This is usually spread throughout the year. The laboratory school is not used by a college student below the junior year. In the general method courses, each student must spend one or more days in the laboratory school in observation. The facilities of off-campus schools are also utilized for purposes of demonstration, and each student must spend a definite period of time in observing community life and its relation to the school.

During the senior year, each student spends much of the student-teaching program in observation. Usually the first three weeks are spent in observing the directing or supervising teacher, and before the final part of the program, each student-teacher must again spend some time in observation. This observational period is required whether the student-teacher is performing student-teaching in the campus laboratory school or participating in the internship. Alto-

gether, each senior spends approximately one hundred hours in directed observation during the period of student-teaching.

As the internship program is developed, the facilities of the McKee Training School will be used primarily for the purposes of observation and demonstration.

Use of the McKee Training School for Experimentation

The McKee Training School has not been used in the past for the purposes of conducting experimental studies. There is no record of any experimental study having been published; consequently none has ever been reviewed by the Review of Educational Research. There are no studies being conducted at the present, and there are no present plans to conduct any in the future.

Use of the McKee Training School for Community Service

The McKee Training School did have a program of community service sponsored by the school, but this is no longer in effect. Some of the facilities once used, such as the cannery, are still available for public use, but the public must take the initiative as the school does not conduct the program any more. The facilities of the school are used in the federal program for training veterans in vocational agriculture, but this program does not come under the auspices of the laboratory school.

There is no present plan for developing a new community service program or renewing the old program.

Summary

The present plant housing the McKee Training School has reached a saturation point in terms of the number of pupils served. It would not permit any substantial increase in the total enrollment.

An internship program is being developed at Western Carolina Teachers College for providing student-teaching experiences. At the present time, two-thirds of the student-teachers are doing student-teaching in the campus laboratory school; the present enrollment of the school is more than adequate for providing facilities for this number. In the future, all student-teaching will be done in the internship program.

There is a planned program of observation and demonstration in effect for all juniors and seniors. Each student, before graduation, spends a minimum of one hundred ninety hours in directed observation and participation. In the future, the McKee Training School will be used primarily for these purposes.

No experimental studies have ever been published which were conducted in this school; consequently, none has ever been reviewed by the Review of Educational Research. There is no study being conducted now and there is no plan for conducting one in the future.

There is no planned program for providing any type of community service, and there is no plan for developing such a program in the future.

CHAPTER V

STATE-SUPPORTED WHITE CAMPUS LABORATORY SCHOOLS IN SOUTH CAROLINA

The State of South Carolina has two state-supported campus laboratory schools for white pupils which are under the administration of the universities or colleges. One, the University High School, is located at the University of South Carolina in Columbia. The other, Winthrop Training School, is located at Winthrop College in Rock Hill.

University High School University of South Carolina

The present plant housing the University High School was occupied for the first time in 1932. It was constructed at a total cost of approximately \$300,000, including a grant from the General Education Board of \$150,000. In addition to housing the campus laboratory school, the building was also to house the School of Education. This dual function has never changed; the building still houses the entire School of Education as well as the University High School.

Organization and Administration

General. The University High School contains the grades from the seventh through the twelfth. Originally, only grades from seven through eleven were included, but in 1948-49 the twelfth year was added. The teaching staff is composed of the principal and seventeen

teachers, including the librarian. The principal does not hold any college rank; the teachers and the principal are all employed as members of the public school system with no college status nor rank. The principal and eight teachers have the Master's degree, nine teachers have the Bachelor's degree, and one teacher does not have any college degree.

The University High School has a unique administrative organization. From its inception, it has always been a joint project of the University of South Carolina and the City Board of Education. These two have a written agreement as to the general administration of the laboratory school. However, this dual responsibility on the part of the principal and staff creates confusion and uncertainty. The principal is responsible to both the City Board of Education and the School of Education. All administrative policies and planned programs are determined by the City Board of Education upon the recommendation of the School of Education. The curriculum is determined in the same manner. It has usually been the policy in the past for the City Board of Education to follow the recommendations of the School of Education.

The teachers in the University High School are employed by the City Board of Education upon the recommendation of the School of Education. However, there is one teacher who is employed and paid by the University. The turnover in teacher personnel has been about the same each year. In 1948 and 1949 the turnover was eleven per cent. Thirteen of the teachers have been with the University High School for

more than three years. Since 1932 when the high school was organized, there have been only two principals. One remained with the school from 1932 until the present school year of 1949-50.

There is no record in writing of the purposes or general aims of the University High School in its relation to the teacher-education program at the University of South Carolina. The school does have written copies of its aims in the education of the pupils enrolled, but this does not include the functions assumed in the teacher-education program.

Table 22 gives the number of pupils and faculty members in the University High School for the period 1940-41 through the present enrollment of 1949-50.

TABLE 22

NUMBER OF PUPILS AND TEACHERS IN UNIVERSITY HIGH SCHOOL
1940-41 THROUGH 1949-50--SEVENTH THROUGH TWELFTH YEAR

Year	Pupils*	Teachers**
1940-41	313	18
1941-42	323	18
1942-43	295	18
1943-44	256	18
1944-45	265	18
1945-46	262	18
1946-47	272	18
1947-48	247	18
1948-49	287	18
1949-50	309	18

* This figure is the total enrollment for the year.

** Including the principal.

Table 22 shows that the total enrollment decreased during the first several years of this period but gradually increased during the last few years until approximately the same enrollment in 1940-41 was reached again in 1949-50. The teaching staff has remained the same in number throughout this period. The present plant facilities would not permit any substantial increase in the present enrollment.

The pupils who attend the University High School are selected by application. A plan is followed which is designed to prorate the number of pupils from each section of the city. This is done in an effort to maintain a normal grouping in the composition of the student body. The children of the faculty members of the University may attend but only a few do so. The largest number of applications come from the lower economic sections of Columbia.

The laboratory school is in session for the same number of days as the city schools. One hundred eighty days are required.

Finance. The University High School is financed jointly by the University of South Carolina and the City Board of Education. The plan now in effect is this: the City Board of Education of District No. 1 furnishes the funds for paying the principal and sixteen teachers, and includes this school in its supervisory program, applying \$5,700 per year of funds allotted to the laboratory school to this program; the University of South Carolina provides the building, the funds for the upkeep of the building, the janitorial services, and one teacher. The total cost of instructional salaries as shown in the budget for 1949-50 is \$53,923.74, of which \$5,700 is earmarked

for the supervisory program. Included in this figure also is the amount the University supplements the salary of those teachers who supervise student-teaching. The University does not supplement the salaries of those laboratory teachers who do not supervise student-teaching. The mean salary for a laboratory teacher is \$2,679 per year for nine months teaching.

The funds provided by the City Board of Education are computed on the same basis as that provided for all public schools in the city.

School Plant. The University High School plant is located directly across from the main campus on a site of approximately eight acres. This site is bounded on all four sides by paved streets. The building is located on the south side of the site; faculty houses and temporary college classrooms are located on the north side immediately adjacent to the high school building. There is almost no playground space. The building is a two-story structure of reinforced concrete frame and stone walls with an aboveground basement.

The plant is composed of offices, conference rooms, a home making suite, a music suite, an auditorium, a cafeteria, a library, a health room, a shop section, a recreation room, and twelve classrooms. The University High School uses eight of the classrooms; the School of Education uses four. The library is shared by the two. All offices for the entire staff of the School of Education are located in this building, and all educational classes are held in it.

There are a total of 938 college students who use the facili-

ties of this plant. This is not the actual number of students but the number enrolled in various courses. Of these 544 are undergraduates and 394 are graduates in residence.

Use of the University High School for Student-Teaching

There are two distinct programs at the University of South Carolina for providing student-teaching experiences. One is for those majoring in elementary education, and one is for those majoring in secondary education. All student-teachers majoring in secondary education are required to do their student-teaching in the campus high school; those majoring in elementary education participate in an internship. The secondary majors are required to register for six hours or student-teaching during the senior year. All method courses precede the period of student-teaching. The students meet daily in the laboratory school for periods of one hour. A minimum of ninety clock hours is required of each, with sixty of these being in responsible teaching. Conferences are held with the student-teachers in groups and individually. If the major subject of the student-teacher is not offered in the campus school, the student-teacher is permitted to intern in an off-campus school.

Table 23 gives the total number of student-teachers by year since 1940-41, indicating whether the student-teaching occurred in the campus school or in off-campus schools. This table is for secondary majors only, and shows that, since World War II, the number of secondary student-teachers has increased steadily. The ones given as having

student-teaching in off-campus schools are those who majored in such subjects as retailing or music and were not able to get experiences in these fields in the laboratory school.

TABLE 23

SECONDARY STUDENT-TEACHERS HAVING STUDENT-TEACHING AT THE
UNIVERSITY OF SOUTH CAROLINA DURING THE PERIOD
1940-41 THROUGH 1948-49

Year	No. on Campus	No. off Campus	Total
1940-41	14		14
1941-42	10		10
1942-43	20		20
1943-44	13		13
1944-45	26		26
1945-46	18		18
1946-47	42	1	43
1947-48	61	2	63
1948-49	65	5	70

To determine if the present enrollment of the University High School will permit the present number of student-teachers to have the required ninety clock hours, the formula from page 45 is used. Substituting the proper figure from Table 23 for the year 1948-49, the formula reads:

$$N = 1.30 \frac{15 \times 70 \times 90}{30 \times 36} \cdot 5/3$$

By solving the formula, it is found that a minimum enrollment of 190 pupils is required. Table 22 shows that in 1948-49 the enrollment was 287, which is more than enough to meet this standard.

The student-teachers in elementary education are required to participate in an internship. It is obvious that all observation and teaching on the elementary level must be done in off-campus schools inasmuch as the laboratory school does not include an elementary department. The students register for the student-teaching course the senior year. It is not the only course taken during the semester. The first few weeks are spent in an orientation period, the next six weeks are spent in an off-campus school, and the remainder of the semester is spent back on the campus in seminars. These seminars are devoted to discussion of various problems, discussion by each student of his experiences, and a period devoted to writing up the results of the internship. The last thing each student does is to evaluate his individual program. It is not possible for each student-teacher to remain in the off-campus school the entire school day as other college courses are being taken simultaneously; however, they are required to spend the major part of the day in the school. A minimum of two weeks of responsible classroom teaching is required of each student-teacher.

The University has an oral agreement with four city schools to work cooperatively in the internship program. The directing teachers are selected by the Coordinator of Student-Teaching who first contacts the Assistant Superintendent of City Schools, then the prin-

cial of the school involved. There is no specific training program for the directing teachers other than a conference to acquaint them with the program. The directing teacher is not given college rank but she is given twenty-five dollars each semester per student-teacher. Only two student-teachers are permitted under one directing teacher per semester. The coordinating teacher from the University visits each student-teacher at least once a week except when responsible classroom teaching is being done, then two visits are made.

Table 24 gives the number of elementary student-teachers by year since 1947-48.

TABLE 24

ELEMENTARY STUDENT-TEACHERS HAVING STUDENT-TEACHING IN
OFF-CAMPUS SCHOOLS AT THE UNIVERSITY OF SOUTH CAROLINA
DURING THE PERIOD 1947-48 THROUGH 1949-50

Year	Number
1947-48	16
1948-49	18
1949-50	18

The figure for 1949-50 is based upon the applications filed with the Coordinator of Student-Teaching.

Use of the University High School for Observation and Demonstration

Inasmuch as there are no facilities, no observational program for elementary majors is carried on in the campus laboratory school.

The high school does have a limited program for providing a program of observation to the secondary majors. The various subject-matter courses, the method courses, and the psychology courses all require periods of observation; however, there is no specified number of hours required. Each student-teacher is required to spend a minimum of thirty hours in observation and participation.

The present plans are to continue the use of the laboratory school for providing student-teaching experiences as well as for observational experiences; therefore, the present program of observation cannot be greatly enlarged.

Use of the University High School for Experimentation

There is no record of any past experiment which was conducted in this school having been published in any form; consequently none has been reviewed by the Review of Educational Research. There are no experimental studies being conducted at the present, and none are being planned.

Use of the University High School for Community Service

The University High School does not have any planned program or procedure for rendering community service. There is not even an organization of the Parent-Teacher Association functioning in this school. If any service were rendered, it was incidental to the pursuance of some regularly conducted class and not the result of a planned program.

Summary

The present plant houses the School of Education as well as the University High School. Its facilities would not permit a substantial increase in the present enrollment without seriously harming the total educational program.

The University High School is currently being used to provide student-teaching experiences for about seventy secondary majors. All elementary majors participate in an internship. This program will continue in use until the present enrollment of the high school cannot provide the minimum periods of experience. At the present, the enrollment is more than sufficient.

The laboratory school is used relatively little for purposes of observation and participation. No facilities are available for elementary majors to observe or participate. Secondary majors receive approximately thirty hours in observation during the period of student-teaching.

No experimental study has ever been published in any form; consequently none has been reviewed by the Review of Educational Research. No experimental study is being conducted at the present time and none being planned.

At the present there is no planned program or procedure for the use of the University High School by the community.

Winthrop Training School, Winthrop College

The present plant housing the Winthrop Training School was occupied for the first time in 1913. Prior to this time there was a small training school on the campus for the purposes of providing direct contact with school children and demonstration of teaching techniques. The present building was constructed at a total cost of \$232,000, including a grant from the General Education Board of \$190,000. It was intended that this building be used for a laboratory school only; this has never been changed. All facilities are used by the Training School.

Organization and Administration

General. Winthrop Training School contains the grades from kindergarten through the twelfth. The teaching staff is composed of the principal, whose title is Director of the Training School, and twenty-four teachers. The principal holds the position of head of a department and can advance to the rank of full professor. The teachers have college rank; they are called supervisors and may hold any rank from instructor through professor, inclusive. The present principal has a Master's degree; seven of the teachers have the Master's degree and seventeen have the Bachelor's degree.

The principal of the school, as Director, is directly responsible to the President of the College. The Training School is considered as a department of the College and as such is on a par with all other departments within the College. A great degree of indepen-

dence is accorded the Director and his staff; the Director meets with the President weekly in a conference to report the activities of the Training School. All administrative policies and planned programs are determined by the principal and his staff. The curriculum is determined in the same manner. Actually, the principal makes the majority of decisions pertaining to the Training School.

The teachers in the Training School are employed upon the recommendation of the principal to the President of the College. As with other decisions affecting the Training School, the principal is delegated complete authority. The turnover in teaching personnel has not been too rapid. In 1949 the turnover was seventeen per cent; in 1948 there was no turnover; twenty of the teachers have been teaching in the school for over three years. This is the first year for the present principal; the principal before him was there for three years.

No written copy of the purposes or general aims of the Training School as pertains to its relation to the College in the teacher-education program could be found. There are defined purposes available which are concerned with the pupils enrolled in the school but no clear statement of the purpose of the school in the teacher-education program.

Table 25 gives the number of pupils and faculty members for the period 1941-42 through 1948-49.

TABLE 25

NUMBER OF PUPILS AND TEACHERS IN WINTHROP TRAINING SCHOOL
1941-42 THROUGH 1948-49—FIRST THROUGH TWELFTH YEAR

Year	Pupils*	Teachers**
1941-42	425	21
1942-43	427	22
1943-44	431	21
1944-45	451	22
1945-46	414	22
1946-47	436	23
1947-48	422	25
1948-49	443	25

* This figure is the total enrollment for the year.

** Including the principal.

Table 25 shows that the total enrollment of pupils has been relatively static. This is because the present facilities will not permit any substantial increase in the enrollment without impairing the total educational program. Of the total number of pupils given for 1948-49, only ninety-two were high school pupils.

The student body of Winthrop Training School is a highly select one. Only one bus load of rural pupils attend and these are from the higher economic farming group. The pupils are selected according to the following reasons, with priority being given to the pupils in order of the listing: (a) child of a staff member, (b) at-

tendance at this school the previous year, (c) a brother or sister of a Training School pupil, (d) nearness of residence to school, and (e) contribution to class normalcy. Although a slight effort is made toward maintaining a normal grouping, it is rated last in importance. The result of this system of selection is a highly privileged student body in terms of the social and economic background of the pupils.

Winthrop Training School operates on the same general time schedule as the public schools of the state. It is in session for 180 school days.

Finance. Winthrop Training School receives part of the funds for its operation from the Salary Fund of the State Department through the City Board of Education and part from Winthrop College. The total cost of instructional salaries as shown by the budget for 1949-50 is \$75,000. The mean salary for a Training School teacher is \$3,000 per year. This includes the salaries of five assistant professors who are employed for twelve months; the others are employed for only nine months.

The funds provided by the City Board of Education are computed on the same basis as that provided for all public schools in the state.

School Plant. Winthrop Training School is located directly across from the main campus on a site of approximately fifteen acres. Paved streets run on all four sides of the site, with one paved street dividing the playground. The building is a three-story brick

structure connected to an older building by means of a covered walk.

The building is composed of offices, conference rooms (nearly every classroom has an adjoining conference room), a band room, a cafeteria, an auditorium, a home making suite, an art room, a craft room, a library, a physical education room, a visual aid room, a music suite, a commercial suite, and fourteen classrooms. All facilities are used only by the Training School.

Use of the Training School for Student-Teaching

Winthrop College has two programs in effect for providing student-teaching experiences for student-teachers. One program is for those who major in home economics and is an internship; the other program is for all other education majors and is given in the Training School. All methods courses are given prior to the course in student-teaching. Those who do their student-teaching in the Training School register for a five hour course for one semester. The student-teacher spends one hour per day in the Training School during the semester; the first five hours of the week is spent in the classroom, the sixth hour is spent in a seminar. During the first part of this program, the student-teacher spends most of the time in observation. This is followed by limited participation until the student-teacher is ready to assume full responsibility for the class. A weekly conference is held with the supervising teacher to arrange the program for the following week. A minimum of ninety clock hours in student-teaching is required of each student-teacher.

Table 26 shows the total number of student-teachers by year since 1946-47, indicating whether the student-teaching occurred in the campus laboratory school or in off-campus schools. Those shown as participating in the internship in off-campus schools are home economics majors.

TABLE 26

STUDENT-TEACHERS HAVING STUDENT-TEACHING AT WINTHROP COLLEGE
DURING THE PERIOD 1946-47 THROUGH 1949-50

Year	No. on Campus	No. off Campus	Total
1946-47	160	31	191
1947-48	127	41	168
1948-49	151	42	193
1949-50	158	47	205

The figure for the year 1949-50 was obtained from the applications filed with the Director of Student-Teaching. With the exception of the year 1947-48, the total number of student-teachers remained approximately the same. To determine if the present enrollment of the Training School is sufficient to provide the ninety clock hours required, the formula employed on page 45 is applied. Substituting the proper figure from Table 26 for the year 1948-49, the formula reads:

$$N = 1.30 \frac{15 \times 151 \times 90}{30 \times 36} \cdot 5/3$$

By solving the formula, it is found that a minimum of 409 pupils must be enrolled in the Training School to provide 90 clock

hours of student-teaching. Table 25 shows that 443 pupils were enrolled for the same period, which is more than enough. However, of the 151 student-teachers, 98 of them were secondary majors; whereas of the 443 pupils enrolled in the Training School, only 92 were in high school. Substituting the figure 98 in the formula to determine if the minimum program can be given the secondary majors, the formula reads:

$$N = 1.30 \frac{15 \times 98 \times 90}{30 \times 36} \cdot 5/3$$

By solving the formula, it is found that a minimum of 265 high school pupils are needed to give 98 student-teachers 90 clock hours. It becomes obvious that the Training School, with only 92 high school pupils, cannot meet this standard.

The internship program is for those who major in home economics. The College has an oral agreement with certain public schools to use them in this program. The directing teachers are selected jointly by the College and the State Department of Education; they are not required to have any special training for their part in the program, but they are required to attend periodic conferences. They are given no college rank or status but they are paid a stipend by the federal government. The coordinating teacher visits the student-teacher weekly during the period of internship. The student-teacher is required to live in the community serving the school in which she interns. Six weeks in internship are required of each student-teacher.

Use of the Training School for Observation and Demonstration

There is no planned program of demonstration and observation in effect in the Training School. The first or introductory courses in education require some observation but the amount is not definite. Other courses, such as educational psychology and physical education, also require some observation and limited participation, but the exact amount is not specified and varies periodically. The course in student-teaching requires that the first periods be spent in observation, but there is no definite requirement as to the actual number of periods to be so spent.

At the present time, the Training School is used relatively little for purposes of observation and demonstration. As long as the facilities of the school are used primarily for student-teaching, and the total number of student-teachers remains as high as it presently is, there is little possibility that the present program will be expanded. There are no plans in existence at this time to change this plan in the future.

Use of the Training School for Experimentation

Winthrop Training School has not been used in the past for the purposes of experimentation. There are no records of any experimental study having been published in any form; consequently, none has been reviewed by the Review of Educational Research. There are no studies of an experimental nature being conducted at the present. One such study is being planned, namely, an experiment to determine

whether the pupils in a section composed of the kindergarten through the third year with no breakdown of grades develop better socially and educationally than those who remain in the old system of individual grades.

Use of the Training School for Community Service

Winthrop Training School does not have any planned program for rendering community service. That type which has been rendered has been incidental to the pursuance of regularly conducted classes or school activities and was not specifically undertaken as an integral part of a planned program. There are no plans at this time to develop any type of community service.

Summary

The present plant housing Winthrop Training School is accommodating a maximum number of pupils; no appreciable increase in enrollment is possible with the present facilities.

There are two programs for providing student-teaching experiences; one is the internship program for majors in home economics, the other is the use of the Training School for all other educational majors. The present facilities are not adequate for providing the required ninety hours of student-teaching at the high school level; however, it is at the elementary level. There are no plans for changing the present program.

Winthrop Training School is utilized relatively little for purposes of observation and demonstration. The main use made for

these purposes is in the student-teaching courses. There is no definite program or schedule, and there are no plans to change this present use. It would be almost impossible to use the high school for observation and demonstration as it is overloaded by the student-teaching program.

There is no record of any experimental study having been printed in any form; consequently, none has been reviewed by the Review of Educational Research. There is no experiment being conducted at the present but one is being planned for the future.

At the present time there is no planned program or procedure for the use of the Training School by the public.

CHAPTER VI

RESULTS OF QUESTIONNAIRES AND INTERVIEWS

As was pointed out in Chapter I, one part of this study was to find out, through the use of questionnaires and personal interviews, the opinions of the educational personnel as concerns the campus laboratory schools. Accordingly, a questionnaire was devised which was to be submitted to the faculties of the campus laboratory schools and the colleges or departments of education; a copy of this questionnaire is in the Appendix. This questionnaire is divided into three sections. Section one is for the purpose of getting the faculty members to evaluate their campus laboratory schools in terms of their present use for purposes of student-teaching, demonstration, and participation, experimentation, and community service. Section two is for the purpose of ascertaining the opinions of the faculty members as to whether they think the use of a campus laboratory school is more effective than the use of public schools for providing desirable opportunities for accomplishing each of these four functions; and section three is for the faculty members to express the main problems they have experienced which prevented the good use of the campus laboratory school.

The same questionnaire was submitted to each principal; however, in order to gain the point of view of the administrators these questionnaires were treated as separate data. Further, each dean of

the college of education or head of the department of education was interviewed to gain the opinions of those who are concerned with the total educational program of which the campus laboratory school is a part. A copy of the schedule used when interviewing these deans is included in the Appendix.

Results of the Faculty Questionnaires

Laboratory School Teachers

In the eleven campus laboratory schools surveyed, there is a total of 213 teachers, exclusive of the principals. Questionnaires were given to 200 of these, or 94 per cent of the total number. Of the 200 questionnaires given out, 190, or 95 per cent, were returned. This represents 89 per cent of the total number of teachers in the campus laboratory schools included in this study. The reason for the exceptionally high return is due to the fact that each school involved in this study cooperated in every way possible in helping the writer. In several schools the writer personally gave out the questionnaires and collected them; in others the secretary personally gave them out and collected them, either giving them back the same day the writer was in the school or mailing them to him; and in other schools the principal personally gave the questionnaires out and collected them, subsequently mailing them. In one school, the questionnaires were distributed through the mail boxes of the faculty members and a request made to return them to a box situated by the mail boxes; this method gave the smallest per cent of returns.

Eighteen of the laboratory school teachers also teach in the college of education. The results of the questionnaires of this group are treated separately. This eighteen plus the 172 shown as laboratory teachers make up the 190 who returned the questionnaires.

Section I. Section I of the questionnaire was concerned with an evaluation by the faculty members of the present use of their laboratory schools. An evaluation was required in each of the four functions for which these campus laboratory schools were established; namely, (1) its use by the college of education for purposes of student-teaching, (2) its use by the college of education for purposes of demonstration and participation, (3) its use for purposes of experimentation, and (4) its use for purposes of community service. Each function was to be evaluated according to a five point scale, which was marked Poor, Fairly Satisfactory, Satisfactory, Good, and Very Good. Table 27 gives the compiled results of those questionnaires answered by the laboratory school teachers.

In evaluating the use of the laboratory school by the college of education in its teacher-education program for purposes of student-teaching, 18 per cent of the laboratory teachers indicated that it was very good, 27 per cent marked it good, 28 per cent marked it satisfactory, 20 per cent marked it fairly satisfactory, and only 7 per cent marked it poor. Of the 11 schools, 3 do not use the laboratory school, except in unusual cases, for student-teaching, 3 more are planning to cease using it, and 4 use, or are planning to use, it for either secondary or elementary majors only. Six of the 11 schools

cannot, with the present enrollment, provide the minimum number of clock hours required. However, 73 per cent of the laboratory teachers indicated that they felt the laboratory school was doing a satisfactory or better job in terms of the present use made for student-teaching.

The second question was an evaluation of the present use made of the laboratory school by the college of education in its teacher-education program for purposes of demonstration and participation. Twelve per cent of the laboratory teachers thought that it was very good, 28 per cent good, 23 per cent satisfactory, 30 per cent fairly satisfactory, and only 7 per cent poor. A higher per cent of the teachers, 37 per cent as compared with 27 per cent, rated this function as being less than satisfactory than in the function of student-teaching. Of the 11 schools, only 3 had a definite and well planned program for providing observation and participation, while 4 others had a limited program. However, 63 per cent of the laboratory teachers felt the use made of the school for this purpose was satisfactory or better.

The third question was an evaluation of the use made of the laboratory school for purposes of experimentation. Table 27 shows that only 3 per cent of the laboratory teachers believed that it was very good, 15 per cent good, 23 per cent satisfactory, 26 per cent fairly satisfactory, and 33 per cent poor. More than half, 59 per cent, felt the use of the school for purposes of experimentation was less than satisfactory. Of the 11 schools, only 2 had ever had an

TABLE 27

EVALUATION BY CAMPUS LABORATORY TEACHERS AS TO THE PRESENT USE OF THEIR LABORATORY SCHOOLS FOR STUDENT-TEACHING, OBSERVATION AND PARTICIPATION, EXPERIMENTATION, AND COMMUNITY SERVICE

Question	No. of Teachers Reporting	Poor %	FS %	S %	G %	VG %	Total %
1. The use of your laboratory school by the College of Education in its teacher-education program for purposes of student-teaching is:	172	7	20	28	27*	18**	100
2. The use of your laboratory school by the College of Education in its teacher-education program for purposes of demonstration and participation is:	172	7	30	23	28	12	100
3. The use of your laboratory school for purposes of experimentation is:	172	33	26	23	15	3	100
4. The use of your laboratory school for purposes of community service is:	162	12	29	31	19	9	100

P - Poor

FS - Fairly Satisfactory

S - Satisfactory

G - Good

VG - Very Good

* One teacher felt this was good only when the student-teacher was an intern in the laboratory school.

** Five teachers in one school felt the new program was very good; they felt the old plan was poor.

experimental study which reached print, only 2 are currently conducting an experimental study, and only 3 are planning to conduct an experimental study in the future. Nine of these schools had no record of any experimental study which had been conducted in the laboratory schools and were not currently conducting a study; however, 41 per cent of the laboratory teachers felt the schools were doing a satisfactory or better job in experimentation. The two schools which have records of past experimental studies, and which were currently conducting experimental studies, represent only 19 per cent of the total teachers represented in this study.

The fourth question was an evaluation of the use made of the laboratory school for purposes of community service. Table 27 shows that 9 per cent indicated it was very good, 19 per cent good, 31 per cent satisfactory, 29 per cent fairly satisfactory, and 12 per cent poor. Of the 11 schools studied, only 2 had a definite and well planned program for providing community service; however, 59 per cent of the teachers felt that the schools were doing satisfactory or better in this function. The 2 schools which have planned programs for providing community service have only 16 per cent of the total teachers represented in this study. Fifty-six per cent of the teachers in these two schools thought their schools were doing a satisfactory or better job.

Section II. The four questions asked in Section II were for the purpose of ascertaining the opinions of the laboratory teachers as to which system, a campus laboratory school or the public schools,

could provide the most desirable opportunities for student-teaching, demonstration and participation, experimentation, and community service. The assumption was made that ample funds were available to develop either type program. Table 28 gives the compiled results of this section.

Question one asked in which could the most desirable student-teaching experiences best be provided, a laboratory school under the administration of the college of education, or an internship or cadet-type student-teaching program conducted in the public schools, of the 172 laboratory teachers answering, 58 per cent believed that the best program could be developed in the laboratory school and 42 per cent believed that the best program could be developed in the public schools.

Question two asked in which could the most desirable opportunities for demonstration best be provided, a laboratory school under the administration of the college of education or an internship or cadet-type student-teaching program conducted in the public schools. A large majority of the laboratory teachers, 89 per cent, thought that the most desirable opportunities for demonstration could best be provided in the laboratory school, with only 11 per cent choosing the public schools.

Question three asked in which could the most desirable opportunities for experimentation be provided, a laboratory school under the administration of the college of education or the public schools. An overwhelming majority of the laboratory teachers, 90 per cent,

TABLE 28

OPINIONS OF THE CAMPUS LABORATORY TEACHERS AS TO BEST TYPE
PROGRAMS FOR STUDENT-TEACHING, DEMONSTRATION,
EXPERIMENTATION, AND COMMUNITY SERVICE

Question	No. Reporting Per Item	Per Cent
1. Desirable student-teaching experiences can best be provided for in:		
(a) A laboratory school under the administration of the college of education	99	58
(b) An internship or cadet-type student-teaching program in the public schools	73	42
Total	172	100
2. Desirable opportunities for demonstration can best be provided for in:		
(a) A laboratory school under the administration of the college of education	152	89
(b) An internship or cadet-type student-teaching program in the public schools	19	11
Total	171	100
3. Desirable opportunities for experimentation can best be provided for in:		
(a) A laboratory school under the administration of the college of education	153	90
(b) An internship or cadet-type student-teaching program in the public schools	17	10
Total	170	100
4. Opportunities for community service programs are better in:		
(a) A laboratory school under the administration of the college of education	25	16
(b) Programs developed and conducted in the public schools	136	84
Total	161	100

thought that experimentation could best be carried on in the laboratory school, whereas only 10 per cent thought the public schools were better for this purpose.

Question four asked in which could the most desirable opportunities for community service best be provided, a laboratory school under the administration of the college of education or the public schools. The large majority of the laboratory teachers, 84 per cent, felt that a community service program could best be provided in the public schools, with only 16 per cent indicating the laboratory school.

In comparing the results of Section I with Section II, it is found that, whereas 73 per cent of the laboratory teachers believed that the laboratory schools were being used in a satisfactory or better manner for student-teaching, only 58 per cent of them thought the use of the laboratory school is better than the use of public schools for this purpose. Whereas 89 per cent of the laboratory teachers felt the most desirable opportunities for providing demonstration could best be provided in the laboratory school, only 63 per cent felt that the laboratory schools are currently being used in a satisfactory or better manner for this purpose. For purposes of providing desirable opportunities for experimentation, 90 per cent of the teachers believed that the laboratory school was best; however, 59 per cent believed that the current use of laboratory schools for this purpose was less than satisfactory or poor. Although 59 per cent of the laboratory teachers thought that the laboratory schools were being used in a satisfactory or better manner for providing com-

munity services, 84 per cent of them thought that the public schools could develop a better community service program than the laboratory school. It becomes particularly obvious that the laboratory school teachers do not believe that the best possible use is being made of the laboratory schools for purposes of observation and demonstration and experimentation.

Section III. In Section III, the laboratory teachers were asked to indicate the major problems, if any, they had experienced which prevented the good use of the laboratory school. Table 29 gives the responses to this question. The questionnaires of the laboratory school faculty and those filled out by teachers who taught in both the laboratory school and the college are all included in this table. These responses are listed in order of the frequency of appearance, with the number of teachers who listed each problem being indicated.

An analysis of these responses shows that most of the problems fall loosely into four categories, namely, (a) those concerned with physical facilities, (b) those concerned with the administration and supervision of the school, (c) those concerned with the student-teaching program, and (d) those concerned with overloading the faculty. Some of the problems come under more than one head; the rest of the responses are miscellaneous in nature.

In the first of these areas, the physical facilities, come such problems as number one (lack of adequate facilities) with 27 teachers listing it, number 28 (too rapid expansion), and number 32 (the use of the same classrooms and facilities by both the laboratory school and

TABLE 29
MAJOR PROBLEMS LISTED BY LABORATORY TEACHERS

Problem	No. Listing It
1. The lack of adequate facilities (space, materials, etc.)	27
2. Overloading the laboratory school with student-teachers	23
3. Laboratory teachers have too full schedule	21
4. The lack of coordination between college of education and laboratory school	19
5. The basic school purposes and understandings not common to laboratory faculty as a whole	18
6. There is no time for conferences to plan and evaluate activities	17
7. Observational experiences are poorly schedule, planned, and executed	17
8. There is insufficient laboratory personnel	17
9. The fact that student-teachers are not in the laboratory school the entire school day	17
10. The frequent change of administration	16
11. The rapid turnover in the laboratory staff	14
12. The lack of sufficient funds	14
13. The lack of understanding of the laboratory school by other departments	13
14. The student body of the laboratory school is not a normal one	13
15. The need for greater use of the laboratory school for demonstration by the college faculty	11
16. The laboratory school is an artificial situation	9
17. The lack of common point of view among laboratory teachers	8
18. A weak administration in the laboratory school	8
19. The lack of sufficient clerical help	8
20. The lack of clear-cut administrative authority	7
21. Experimental studies are interrupted or blocked	7
22. The student-teachers are poorly prepared for student-teaching	7
23. No planned program between laboratory school faculty and college faculty for observation and participation purposes	5
24. An unequal distribution of student-teachers	4
25. Divorcing student-teaching from the laboratory school causes lack of leadership in this field	4
26. The lack of security in laboratory position	2
27. The lack of rapport between laboratory teachers and laboratory pupils due to constant change in teaching personnel	2
28. Too rapid expansion of laboratory school program	1
29. The lack of tradition	1
30. The lack of discipline and child growth in laboratory school	1
31. The attitude of the general public toward the laboratory school is bad	1
32. The use of same classrooms and facilities by both laboratory school and college creates problems	1

the college). Number 12 (the lack of sufficient funds) is closely allied to this area. It is obvious that these problems are very real, especially in some of the schools. Many sub-standard rooms in terms of size are currently being used, and many classrooms have as many as forty pupils using them per period. These are problems, however, that can be solved only by the construction of new plant facilities, the addition of new facilities, decreasing the number of students, or remodeling the present plants. The solution of these problems is not inherent in the present personnel, but is dependent upon the availability of sufficient funds to correct them.

The second area, that of the administration and supervision of the laboratory school, is of greater significance, both in terms of the number listing problems in this area and in the ability of the present personnel to solve such problems. Number 4 (the lack of coordination between the college of education and laboratory school) heads the list with 19 teachers specifying it. Number 5 (the basic school purposes and understandings not common to the laboratory faculty as a whole) follows closely with 18 teachers listing it. Number 6 (no time for conferences to plan and evaluate activities) was given by 17 teachers, with number 10 (frequent change of administration) being given by 16. Also mentioned frequently by teachers were number 11 (the rapid turnover of staff), number 13 (the lack of understanding of the laboratory school by other departments), and number 14 (the student body of the laboratory school is not a normal one). Number 17 (the lack of a common point of view among the laboratory school

teachers) is closely allied to number 5 given above; probably the teachers meant the same thing. Eight teachers felt the administration was weak (number 18), and 7 felt that there was no clear demarcation of administrative authority (number 20). Several of the other problems, listed by only one teacher each, were directly related to these mentioned, or were outgrowths of them. Several problems, such as the rapid turnover in staff and the lack of clear-cut administrative authority, have been pointed out in the preceding chapters. It is very significant that of the 32 problems listed, more than 18 are directly concerned with the administrative and supervisory functions of the laboratory schools.

The third area, that which is concerned with the student-teaching program, is second in number of responses. The problem mentioned most often in this connection is number 2 (overloading the laboratory school with student-teachers) which 23 teachers listed. Number 7 (observational experiences are poorly scheduled, planned, and executed) comes next with 17 teachers listing it, with number 9 (student-teachers are not in the school the entire school day) also being given by 17 teachers. Eleven teachers felt that the laboratory school was not being used adequately for purposes of demonstration (number 15), and 7 felt that the student-teachers were poorly prepared for student-teaching (number 22). Number 23 (no planned program for observation and participation purposes) and number 24 (unequal distribution of student-teachers) are also given by several teachers. Several other problems were mentioned by at least one

teacher in this area.

The fourth area, that of overloading the laboratory faculty, is actually a part of the second and third areas. It is treated separately due to the fact that it was listed so many times by so many different teachers. This emphasis upon this problem by the teachers concerned is indicative of its importance and seriousness. Twenty-three teachers felt that the laboratory teachers were overloaded with student-teachers (number 2); 21 teachers felt that the laboratory teachers carried too full schedules (number 3); 17 felt that there was insufficient personnel (number 8); and 4 felt that there was an unequal distribution of student-teachers (number 24). The validity of this problem is substantiated by the results of the formula from page 45, which proved that only 5 of the 11 schools can adequately give the present number of student-teachers the minimum student-teaching experiences at both the elementary and the secondary levels.

Teachers in Both the College and Laboratory School

As was pointed out in the preceding section, 18 of the laboratory teachers also teach in the college or department of education. These were tabulated separately in that they might have a different viewpoint inasmuch as they teach at both levels. Table 30 gives the results of the answers of this group to Section I, and Table 31 gives the answers to Section II of the questionnaire. Section III, which asked for the problems experienced, was included in Table 29 with

those of the teachers who teach in the laboratory school only.

Section I. In evaluating the present use of the laboratory schools for purposes of student-teaching, 28 per cent of the teachers indicated that it was very good, 11 per cent good, 39 per cent satisfactory, 17 per cent fairly satisfactory, and only 5 per cent poor. This gives a total of 88 per cent who believed that the present use for this purpose was satisfactory or better.

In evaluating the present use of the laboratory schools for the purposes of demonstration and participation, 12 per cent thought that it was very good, 23 per cent good, 41 per cent satisfactory, 12 per cent fairly satisfactory, and 12 per cent poor. This gives a total of 76 per cent who thought that the present use of the laboratory schools for this purpose was satisfactory or better.

In evaluating the present use of the laboratory schools for the purposes of experimentation, 6 per cent believed that it was very good, 11 per cent good, 18 per cent satisfactory, 18 per cent fairly satisfactory, and 47 per cent poor. This gives a total of 65 per cent who felt that the present use of the laboratory schools for experimentation was less than satisfactory.

In evaluating the present use of the laboratory schools for the purposes of community service, none thought that it was very good, 29 per cent thought that it was good, 12 per cent satisfactory, 35 per cent fairly satisfactory, and 24 per cent poor. This gives a total of 59 per cent who felt that the present use of the laboratory schools for providing community services is less than satisfactory.

TABLE 30

EVALUATION BY TEACHERS WHO TEACH IN BOTH COLLEGE AND LABORATORY SCHOOLS AS TO THE PRESENT USE OF THEIR LABORATORY SCHOOLS FOR STUDENT-TEACHING, OBSERVATION, AND PARTICIPATION, EXPERIMENTATION, AND COMMUNITY SERVICE

Question	No. of Teachers Reporting	P %	FS %	S %	G %	VG %	Total %
1. The use of your laboratory school by the college of education in its teacher-education program for purposes of student-teaching is:	18	5	17	39	11	28	100
2. The use of your laboratory school by the college of education in its teacher-education program for purposes of demonstration and participation is:	17	12	12	41	23	12	100
3. The use of your laboratory school for purposes of experimentation is:	17	47	18	18	11	6	100
4. The use of your laboratory school for purposes of community service is:	17	24	35	12	29	0	100

P - Poor

FS - Fairly Satisfactory

S - Satisfactory

G - Good

VG - Very Good

Section II. Table 31 gives the opinions of this group of teachers as to which type program was preferred in each of the four functions. Seventy-one thought that the most desirable student-teaching experiences could best be provided in a laboratory school under the administration of the college of education, whereas only 24 per cent thought that an internship or cadet-type program in the public schools was best.

One hundred per cent of these teachers thought that the most desirable opportunities for demonstration could be provided in the laboratory schools under the administration of the college of education, and 100 per cent thought that the most desirable opportunities for experimentation could be provided in the laboratory school under the administration of the college of education. Twenty-three per cent believed that opportunities for community service were better in a laboratory school under the administration of the college of education, whereas 77 per cent believed that opportunities for community service could be found in programs developed and conducted in the public schools.

College Teachers

The same questionnaire that was given to the laboratory school teachers was also given to the college teachers. An effort was made to give a questionnaire to every available college faculty member in the colleges or departments of education. A total of 80 questionnaires were given; 58, or 73 per cent, were returned. Table 32 gives the re-

TABLE 31

OPINIONS OF TEACHERS WHO TEACH IN BOTH COLLEGE AND LABORATORY SCHOOLS AS TO THE BEST TYPE PROGRAMS FOR STUDENT-TEACHING, DEMONSTRATION, EXPERIMENTATION, AND COMMUNITY SERVICE

Question	No. Report- Per Item	Per Cent
1. Desirable practice-teaching experiences can best be provided for in:		
(a) A laboratory school under the administration of the college of education	12	71
(b) An internship or cadet-type student-teaching program in the public schools	4	24
	Total 16*	95
2. Desirable opportunities for demonstration can best be provided for in:		
(a) A laboratory school under the administration of the college of education	14	100
(b) An internship or cadet-type student-teaching program in the public schools	0	0
	Total 14	100
3. Desirable opportunities for experimentation can best be provided for in:		
(a) A laboratory school under the administration of the college of education	15	100
(b) An internship or cadet-type student-teaching program in the public schools	0	0
	Total 15	100
4. Opportunities for community service programs are better in:		
(a) A laboratory school under the administration of the college of education	3	23
(b) Programs developed and conducted in the public schools	10	77
	Total 13	100

* One preferred a combination of (a) and (b).

sults of Section I as to the evaluation of the present use and Table 33 gives the results of Section II as to the opinions of these college faculty members. Table 34 gives the results of Section III, in which the main problems experienced were listed.

Section I. Table 32 shows that 5 per cent of the college teachers felt that the present use of the laboratory school for purposes of student-teaching was very good, 23 per cent felt it was good, 39 per cent felt it was satisfactory, 33 per cent felt that it was fairly satisfactory, and none felt that it was poor. This gives a total of 67 per cent who thought that the present use of the laboratory school for this purpose was satisfactory or better.

In evaluating the present use of the laboratory schools for the purposes of demonstration and participation, none believed that it was very good, 28 per cent believed that it was good, 36 per cent believed that it was satisfactory, 29 per cent believed it was fairly satisfactory, and 7 per cent believed it was poor. This gives a total of 64 per cent of the college teachers who believed that the present use of the laboratory school for this purpose was satisfactory or better.

The present use of the laboratory school for purposes of experimentation was marked poor by 51 per cent of the college teachers, fairly satisfactory by 31 per cent, satisfactory by 18 per cent, good by 18 per cent, and very good by none. This gives a total of 82 per cent of the college teachers who felt the present use of the laboratory school for the purposes of experimentation was less than satis-

factory. The college teachers probably have a more formal interpretation of experimentation than have the laboratory teachers.

In evaluating the present use of the laboratory school for the purposes of community service, $\frac{1}{4}$ per cent of the college teachers believed that it was very good, 16 per cent good, 16 per cent satisfactory, $\frac{1}{4}$ per cent fairly satisfactory, and 20 per cent poor. This gives a total of 64 per cent of the college teachers who felt that the present use of the laboratory schools for community service was less than satisfactory.

Section II. Table 33 gives the results of Section II of the questionnaires filled out by college teachers, indicating the number answering each question, the number choosing each item, and the per cent choosing each item. Sixty-six per cent of the college teachers believed that the most desirable practice-teaching experiences could be provided in an internship or cadet-type program in the public schools, whereas only $\frac{3}{4}$ per cent believed that the laboratory school offered the most desirable opportunities. Ninety-five per cent believed that the most desirable opportunities for demonstration could be provided in the laboratory school under the administration of the college of education, whereas only 5 per cent believed that a better program could be developed in the public schools. As for providing the most desirable opportunities for experimentation, 100 per cent thought that this purpose could best be provided for in a laboratory school under the administration of the college of education. Seventy-five per cent of the college teachers thought that the best oppor-

TABLE 33

OPINIONS OF COLLEGE TEACHERS AS TO THE BEST TYPE PROGRAMS
FOR STUDENT-TEACHING, DEMONSTRATION, EXPERIMENTATION,
AND COMMUNITY SERVICE

Question	No. Report- ing Per Item	Per Cent
1. Desirable student-teaching experiences can best be provided for in:		
(a) A laboratory school under the administration of the college of education	20	34
(b) An internship or cadet-type student-teaching program in the public schools	<u>38</u>	<u>66</u>
	Total 58	100
2. Desirable opportunities for demonstration can best be provided for in:		
(a) A laboratory school under the administration of the college of education	54	95
(b) An internship or cadet-type student-teaching program in the public schools	<u>3</u>	<u>5</u>
	Total 57	100
3. Desirable opportunities for experimentation can best be provided for in:		
(a) A laboratory school under the administration of the college of education	56	100
(b) An internship or cadet-type student-teaching program in the public schools	<u>0</u>	<u>0</u>
	Total 56	100
4. Opportunities for community service programs are better in:*		
(a) A laboratory school under the administration of the college of education	12	25
(b) Programs developed and conducted in the public schools	<u>36</u>	<u>75</u>
	Total 48*	100

* Two college teachers stated that the type school was not a factor in the development of community service programs.

tunities for community service programs were in programs developed in the public schools, whereas 25 per cent thought that the best opportunities were found in a laboratory school.

Section III. The responses given by the college teachers as to problems experienced which have prevented the good use of the laboratory schools more or less fall into the same four categories as those of the laboratory teachers. One main difference, however, is in the emphasis placed upon the problems. The laboratory teachers, for instance, mentioned the lack of physical facilities more than did the college teachers, whereas the college teachers mentioned administrative and supervisory problems most, with problems concerning student-teaching also being mentioned more than physical problems. However, the lack of adequate facilities (number 3) and the lack of funds (number 5) were mentioned by 27 college teachers.

The college teachers appeared particularly concerned with administrative and supervisory problems. Fifteen of them listed frequent changes in administration (number 2), 13 mentioned the rapid turnover in the laboratory staff (number 4); 12 felt the laboratory school was an artificial situation (number 6); 8 listed the lack of understanding of the laboratory school by other departments (number 8); 8 mentioned the lack of understanding between the college faculty and the laboratory school faculty (number 10); 7 felt that the student body of the laboratory school was not normal (number 12); 7 listed the lack of time to plan and evaluate activities on the part of both the laboratory and college teachers (number 14); and several listed other

TABLE 34
MAJOR PROBLEMS LISTED BY COLLEGE TEACHERS

Problem	No. Listing It
1. Overloading of laboratory teachers with student-teachers	18
2. Frequent changes in administration	15
3. Lack of adequate facilities (space, etc.)	15
4. The rapid turnover in laboratory staff	13
5. The lack of funds	12
6. The laboratory school is an artificial situation	12
7. The student-teachers need a full day in school in the student-teaching program	9
8. The lack of understanding of the laboratory school by other departments	8
9. The lack of sufficient time in observation and participation before student-teaching experiences	8
10. The lack of understanding between the college faculty and the laboratory faculty	8
11. The lack of an adequate staff	8
12. The lack of a normal student body	7
13. The overloading of laboratory teaching schedule	7
14. The lack of time to plan and evaluate activities on the part of both laboratory and college teachers	7
15. The student-teachers receive distorted picture in the laboratory school	3
16. Observation program is poorly planned	3
17. The laboratory school should be used more for observation and demonstration	3
18. Commuting teachers have little opportunity to use the laboratory school	1
19. Student-teachers feel that the practices they find in the laboratory school are not consistent with principles of good teaching as advocated in education courses	1
20. Too large a number using the building	1
21. Divorcing student-teaching from laboratory school courses causes lack of leadership in this field	1
22. The lack of discipline in laboratory pupils	1
23. The lack of cooperation of laboratory teachers in experimentation	1
24. The overflow of college of education into laboratory school space	1
25. Talk of disbanding laboratory school harmful to morale of laboratory faculty	1
26. The attitude that the laboratory program should simulate public school programs	1
27. War interrupted core curriculum experimentation	1
28. The fact that laboratory teachers strive for college teaching level	1

problems in this area which are shown in Table 34.

Many college teachers were also concerned with the overloading of the laboratory faculty. Eighteen listed the overloading of laboratory teachers with student-teachers (number 1); 8 listed the lack of an adequate staff (number 11); 7 mentioned the overloading of laboratory teaching schedule (number 13); and several others mentioned problems in this area as shown by Table 34, but which are not mentioned here due to the fact that only one college teacher listed it.

In the area of student-teachers, the college teachers recognized, in substance, the same problems as did the laboratory teachers. Eighteen of them recognized the fact that the laboratory teachers were overloaded with student-teachers (number 1); 9 listed the need of having the student-teachers in the laboratory school for the full day (number 7); 8 felt there was insufficient time spent in observation and participation before practice teaching was begun (number 9); 3 felt that the student-teacher received a distorted picture in the laboratory school (number 15); 3 listed poorly planned observation programs (number 16); 3 felt the laboratory school should be used more for observation and demonstration (number 17); and several others mentioned problems in this field.

In comparing the problems as listed by the laboratory teachers with those as listed by the college teachers, it is highly significant that each of these groups recognized and listed the same problems. The major difference was in the emphasis placed upon these

problems; the college teachers were more concerned with administrative and supervisory problems than were the laboratory teachers. In substance, however, both groups were concerned with the same four areas, namely, (a) the administrative and supervisory, (b) the lack of adequate physical facilities, (c) the student-teaching program, and (d) the overloading of the laboratory school faculty.

Principals

The same questionnaire that was given to the laboratory school and college teachers was given to the principal of each school involved in this study. Of the 11 questionnaires given to the 11 principals, 10 were returned. Three of these were filled out by the writer in an interview with the principal; the other 7 were returned by mail. This represents a return of 91 per cent. These data are treated separately for the purpose of gaining the point of view of the persons charged with the direct administration of the laboratory schools.

Section I. In evaluating the present use of the laboratory school by the college of education in its teacher-education program for purposes of student-teaching, 1 indicated that it was very good, 5 good, 2 satisfactory, 2 fairly satisfactory, and none poor. This gives a total of 80 per cent of the principals who believed that the present use of their laboratory schools for this purpose was satisfactory or better.

One of the principals thought that the present use of his laboratory school by the college of education in its teacher-education

TABLE 35

EVALUATION BY THE PRINCIPALS OF CAMPUS LABORATORY SCHOOLS AS TO
THE PRESENT USE OF THEIR LABORATORY SCHOOLS FOR STUDENT-
TEACHING, OBSERVATION AND PARTICIPATION, EXPERIMENTATION,
AND COMMUNITY SERVICE

Question	No. Teachers Reporting	P %	FS %	S %	G %	VG %	TOTAL %
1. The use of your laboratory school by the college of education in its teacher-education program for purposes of student-teaching is:	10	0	20	20	50	10	100
2. The use of your laboratory school by the college of education in its teacher-education program for purposes of demonstration and participation is:	10	10	40	20	30	0	100
3. The use of your laboratory school for purposes of experimentation is:	10	60	10	10	10	10	100
4. The use of your laboratory school for purposes of community service is:	10	30	50	10	10	0	100

P - Poor

FS - Fairly Satisfactory

S - Satisfactory

G - Good

VG - Very Good

program for purposes of demonstration and participation was poor, 4 thought it was fairly satisfactory, 2 thought that it was satisfactory, 3 thought it was good, and none thought it was very good. This gives a total of 50 per cent of the principals who thought that the present use of their schools for this purpose was less than satisfactory.

Six of the principals thought that the present use of their laboratory schools for purposes of experimentation was poor, 1 fairly satisfactory, 1 satisfactory, 1 good, and 1 very good. This gives a total of 70 per cent who thought that the present use of their schools for this purpose was less than satisfactory.

Three of the principals believed that the present use of their laboratory schools for purposes of community service was poor, 5 fairly satisfactory, 1 satisfactory, 1 good, and none very good. This gives a total of 80 per cent of the principals who believed that the present use of their schools for this purpose was less than satisfactory.

Section II. Table 36 gives the results of Section II. Sixty per cent of the principals believed that the most desirable student-teaching experiences could best be provided in a laboratory school under the administration of the college of education; 30 per cent believed that an internship or cadet-type student-teaching program in the public schools was best; and 1 believed that it took both programs. One hundred per cent thought that the most desirable opportunities for demonstration could best be provided in the laboratory school, and 100 per cent thought that the most desir-

TABLE 36

OPINIONS OF THE PRINCIPALS OF CAMPUS LABORATORY SCHOOLS AS TO
THE BEST TYPE PROGRAMS FOR STUDENT-TEACHING, DEMONSTRATION,
EXPERIMENTATION, AND COMMUNITY SERVICE

Question	No. Reporting Per Item	Per Cent
1. Desirable student-teaching experiences can best be provided for in:*		
(a) A laboratory school under the administration of the college of education	6	60
(b) An internship or cadet-type student-teaching program in the public schools	<u>3</u>	<u>30</u>
	Total 9*	90
2. Desirable opportunities for demonstration can best be provided for in:		
(a) A laboratory school under the administration of the college of education	10	100
(b) An internship or cadet-type student-teaching program in the public schools	<u>0</u>	<u>0</u>
	Total 10	100
3. Desirable opportunities for experimentation can best be provided for in:		
(a) A laboratory school under the administration of the college of education	10	100
(b) An internship or cadet-type student-teaching program in the public schools	<u>0</u>	<u>0</u>
	Total 10	100
4. Opportunities for community service programs are better in:		
(a) A laboratory school under the administration of the college of education	2	22
(b) Programs developed and conducted in the public schools	<u>7</u>	<u>78</u>
	Total 9	100

* One felt the only good type program was one which used both programs.

able opportunities for experimentation could best be provided in the campus laboratory school. Seventy-eight per cent believed that the best opportunities for community service programs were in programs developed and conducted in the public schools, whereas only 22 per cent believed that such programs could best be developed in the laboratory school under the administration of the college of education. One principal did not answer this question.

Section III. Table 37 gives the problems as listed by the principals which have prevented the best possible use of the laboratory schools. These problems are listed according to the frequency of occurrence, and the number of principals who listed each problem is indicated. It is highly significant that the majority of these problems are administrative in nature. It is clear that the majority of the principals, 70 per cent, felt that there was no clear demarcation of authority (number 1), or as one principal stated, "When I make a decision, I do not really know if it will stick or be reversed or changed without me even knowing it;" Four of the principals emphasized this again when they stated that there was a need to clarify in writing the administrative procedures (number 6). Another major problem appears to be the lack of cooperation and coordination between the college of education and the laboratory school; this is stated in number 4 by 5 principals, in number 5 by 5 principals, in number 9 by 4 principals and in number 15 by 1 principal.

The lack of funds, space, and equipment is mentioned by 7 principals in number 1, and seven more times in number 3. Four of

TABLE 37

MAJOR PROBLEMS LISTED BY PRINCIPALS OF LABORATORY SCHOOLS

Problem	No. Listing It
1. Divided authority--no clear demarcation of authority	7
2. The lack of funds and equipment	7
3. Too crowded; lack of space and facilities	7
4. The lack of cooperative planning on the part of laboratory school and college of education faculties	5
5. The lack of use by the college professors of the laboratory school facilities	5
6. The need to clarify in writing the administrative procedures	4
7. The need for a peer relationship between college faculty and laboratory faculty	4
8. The lack of time for adequate staff planning	4
9. The lack of appreciation on part of the university of the problems of the laboratory school	4
10. The need for the development of policies and procedures relative to observation, research projects, etc.	3
11. The lack of trained laboratory teachers	3
12. An inadequate salary schedule	2
13. The pupils do not feel the laboratory school is their school	2
14. The fact that the student-teachers are not in the laboratory school the full school day	1
15. Conflicts between the schedules of the college and laboratory school	1
16. Too many college activities utilizing laboratory space and equipment	1
17. The size of the laboratory school in relation to the college of education is too small to make the four uses for which it was established possible to any practical extent	1

the principals stressed the need for a peer relationship between the college faculty and the laboratory faculty, which is closely related to the lack of cooperation and coordination between the two faculties. One principal made a very significant statement when he pointed out that the size of the laboratory school in relation to the size of the college of education was too small to make the four uses for which it was established possible to any practical extent (number 17).

Interviews with Deans

As one method of gathering data, the writer endeavored to interview personally each dean or head of the college of education. It was possible to interview only eight of these, which represents approximately 73 per cent of the schools involved. A schedule, a copy of which is included in the Appendix, was used which was specifically directed toward obtaining the opinion of each department and college head concerning four questions; namely, (a) an evaluation of the present functions of the laboratory school, (b) the use of funds currently being spent in laboratory schools, (c) the feasibility of carrying on experimental studies in other than campus laboratory schools, and (d) the primary function for which a laboratory school should be used. The results of these interviews are shown in Tables 38 and 39.

In answering the question as to whether he desired to retain the laboratory school or to use the funds currently being spent for its operation in other ways in the teacher-education program, 4 of

TABLE 38

ANSWERS OF DEANS OR HEADS OF COLLEGES OR DEPARTMENTS
OF EDUCATION IN THE INTERVIEWS

Question	Answers	
1. If you could use the funds now being spent on the laboratory school in other ways in the teacher-education program, would you rather do so or keep the laboratory school?	Keep school	Use funds other ways
	4	4
2. If educational experiments cannot be carried on in campus laboratory schools, where, in your opinion, can they be carried on?	Could not be	Limited way public school
	6	2
3. In your opinion, for which of the following should a campus laboratory school be primarily used--student-teaching, demonstration and participation, experimentation, or community service?	Student- teaching	Demonstration and partici- pation
	0	8
	Experimen- tation	Community service
	0	0

the deans stated that they would keep the laboratory school, and 4 stated that they would rather use the funds in other ways. Two of these felt that the laboratory school should be retained as the focal point of the entire teacher-education program. Asked where educational experiments could be carried on if not in campus laboratory schools, 6 deans thought that experiments could not successfully be carried on any other place, whereas 2 thought that limited experimentation could be carried on in the public schools. Most of them believed, however, that the public schools were too limited in facilities, trained personnel, and funds to attempt experimentation, as well as having the problem of having to gain the complete approval of the patrons for the use of the school for experimental studies. This latter would not be a factor in the campus laboratory school as experimentation is implied in its very name. All eight of the deans stated that the primary purpose of the laboratory school in current teacher-education programs should be demonstration and participation. The main reason given for this was that the facilities of the laboratory schools are entirely too limited to permit the development of a student-teaching program for the present large number of student-teachers.

In evaluating the present use of the laboratory school for the purposes of providing student-teaching, one believed that it was very good, 1 believed that it was good, 4 believed it was satisfactory, and 2 believed it was fairly satisfactory. One dean thought that the present use of the laboratory school for purposes of demonstration

TABLE 39

EVALUATION BY DEANS OR HEADS OF COLLEGES OR DEPARTMENTS OF
EDUCATION AS TO THE PRESENT USE OF THEIR LABORATORY
SCHOOLS FOR STUDENT-TEACHING, OBSERVATION AND PAR-
TICIPATION, EXPERIMENTATION, AND COMMUNITY SERVICE

Question	No. Deans Reporting	P %	FS %	S %	G %	VG %	Total %
1. The use of your laboratory school by the college of education in its teacher-education program for purposes of student-teaching is:	8	0	25	50	12.5	12.5	100
2. The use of your laboratory school by the college of education in its teacher-education program for purposes of demonstration and participation is:	8	12.5	25	50	12.5	0	100
3. The use of your laboratory school for purposes of experimentation is:	8	75	12.5	12.5	0	0	100
4. The use of your laboratory school for purposes of community service is:	8	12.5	50	25	12.5	0	100

P - Poor
FS - Fairly Satisfactory
S - Satisfactory
G - Good
VG - Very Good

and participation was poor, 2 thought that it was fairly satisfactory, 4 thought it was satisfactory, and 1 thought it was good.

Six deans believed that the present use of the laboratory school for purposes of experimentation was poor, 1 fairly satisfactory, and 1 satisfactory. As for the present use of the laboratory school for purposes of community service, 1 dean thought that it was poor, 4 fairly satisfactory, 2 satisfactory, and 1 good.

Summary

Faculty questionnaires were given out to 200 laboratory teachers, of which 190, or 95 per cent, were returned. Eighty questionnaires were given out to college teachers, of which 58, or 73 per cent, were returned. Eight, or 73 per cent, of the deans of the colleges of education (or heads of the departments of education) were interviewed. The results were as follows:

Section I. The following tables give the results of the evaluations of the laboratory teachers, the teachers of both the laboratory schools and colleges, the college teachers, the principals, and the deans of heads of the education departments:

TABLE 40

RESULTS OF SECTION ONE ON FACULTY QUESTIONNAIRE EXPRESSED IN PER CENTS

Question	Teachers			Principals	Deans
	Laboratory	Both	College		
1. The use of your laboratory school by the college of education in its teacher-education program for purposes of student-teaching is:					
Poor	7	5	0	0	0
Fairly Satisfactory	20	17	33	20	25
Satisfactory	28	39	39	20	50
Good	27	11	23	50	12.5
Very Good	18	28	5	10	12.5
Total	100	100	100	100	100
2. The use of your laboratory school by the college of education in its teacher-education program for purposes of demonstration and participation is:					
Poor	7	12	7	10	12.5
Fairly Satisfactory	30	12	29	40	25
Satisfactory	23	41	36	20	50
Good	28	23	28	30	12.5
Very Good	12	12	0	0	0
Total	100	100	100	100	100
3. The use of your laboratory school for purposes of experimentation is:					
Poor	33	47	51	60	75
Fairly Satisfactory	26	18	31	10	12.5
Satisfactory	23	18	18	10	12.5
Good	15	11	5	10	0
Very Good	3	6	0	10	0
Total	100	100	100	100	100
4. The use of your laboratory school for purposes of community service is:					
Poor	12	24	20	30	12.5
Fairly Satisfactory	29	35	44	50	50
Satisfactory	31	12	16	10	25
Good	19	29	16	10	12.5
Very Good	9	0	4	0	0
Total	100	100	100	100	100

TABLE 41

RESULTS OF QUESTION ON SECTION TWO OF FACULTY QUESTIONNAIRE
EXPRESSED IN PER CENTS

Question	Teachers			Principals
	Laboratory	Both	College	
1. Desirable student-teaching experiences can best be provided for in:				
(a) A laboratory school under the administration of the college of education	58	71	34	60
(b) An internship or cadet-type student-teaching program in the public schools	42	24	66	30
2. Desirable opportunities for demonstration can best be provided for in:				
(a) A laboratory school under the administration of the college of education	89	100	95	100
(b) An internship or cadet-type student-teaching program in the public schools	11	0	5	0
3. Desirable opportunities for experimentation can best be provided for in:				
(a) A laboratory school under the administration of the college of education	90	100	100	100
(b) An internship or cadet-type student-teaching program in the public schools	10	0	0	0
4. Opportunities for community service programs are better in:				
(a) A laboratory school under the administration of the college of education	16	23	25	22
(b) Programs developed and conducted in the public schools	84	77	75	78

Section III. The responses of the laboratory teachers and the college teachers as to problems they have encountered in the laboratory school fall loosely into four categories, namely: (a) those concerned with the administration and supervision of the school, (b) those concerned with physical facilities, (c) those concerned with the student-teaching program, and (d) those concerned with overloading the faculty. The principals were chiefly concerned with the lack of clear-cut administrative policies and authority, the lack of physical facilities, and the need for a peer relationship between the college faculty and the laboratory faculty.

Interview with Deans. The results of the evaluations of the present use of the laboratory school by the deans are given in Table 39. Four deans stated that they had rather keep the laboratory school than spend the funds used for its operation for other purposes in the teacher-education program, and 4 stated that they had rather use the money for other purposes. Six thought that experimentation could be successfully carried on only in campus laboratory schools, whereas 2 thought that experimentation could be done in a limited way in the public schools. All 8 believed that the primary purpose of the laboratory school in the current program of teacher-education should be that of demonstration and participation.

It is interesting to note that the divergence of opinion is greatest among each group questioned as to the function of experimentation.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

From the very early beginning of teacher-education in the United States, practice-teaching experiences have held a secure place in the total teacher-education program. The value of student-teachers having actual contacts with pupils of school age has always been acknowledged. In order to accomplish this, the early institutions established for the purpose of training teachers usually made provisions for a model or training school, either directly under the control of the institution or in cooperation with local public schools. As the concept of teacher-education grew, the need for practice-teaching experiences began to expand to include a program for observation and demonstration, participation, and experimentation. Between 1920 and 1940, many laboratory schools were established in the Southeastern States which were under the administration of the state colleges and universities and which had as the primary purposes to be accomplished those of student-teaching, demonstration, and participation, experimentation, and community service.

✓ It is the purpose of this study to survey the present administrative organization, teacher-education program, experimentation program, and community service program of the laboratory schools in a select group of Southeastern States in an effort to determine how well these schools are meeting the purposes for which they were es-

tablished and to make recommendations based upon the analysis and interpretation of the data secured. In the social studies, to which category the study of education belongs, it is frequently impossible to present proof which has the exactitude to be found in the physical sciences. The factors involved are usually less stable, more complex, and more difficult to isolate; therefore, recourse must be had to competent opinion on some of the issues involved. This study was made by gathering existing factual data concerning the administrative organization and various functions of the laboratory schools; however, recourse is made to the weighed opinions of those personnel who are well-informed by virtue of the positions which they hold. It is rarely possible to secure unanimity of view on educational matters, but it is possible to determine the weight of opinion. Also, the mere fact that a large number of persons hold a certain opinion is not proof of its validity, but in the absence of demonstrable proof the agreement of a preponderant number derived from experience may be accepted with limitations.

The immediate purpose of this chapter is both a theoretical and a practical one. Its aim is to present a summary of the data given in previous chapters, and on the basis of a critical analysis and interpretation of these data to make recommendations concerning the problems involved in the administration of laboratory schools and the accomplishment of the purposes for which they were established. It consists of four parts: (a) a summary of the findings, (b) conclusions drawn from the data, (c) recommendations based upon the anal-

usis and interpretation of these data, and (d) recommendations for further studies and additional research in this field.

Summary

Organization and Administration

General. Four laboratory schools contain the grades from kindergarten through 12, 2 contain the grades from kindergarten through 11 and are in the process of adding the 12th year, 1 contains the grades from the 1st through the 12th, 1 contains the grades from kindergarten through 10, 1 contains the grades from 7 through 12, and 1 contains the grades from the 1st through the 7th.

One laboratory school principal can hold the college rank of principal only, 3 can hold the rank of assistant professor, 2 can go as high as associate professor, and 5 can advance to full professor. Teachers can be hired with the college rank of teacher only in 2 schools, instructor in 2 schools, assistant professor in 1 school, associate professor in 1 school, and full professor in 5 schools.

Four schools only are given the status of being a department, 7 are not. Only 3 schools have definite demarcation of administrative responsibility and authority, 8 do not. In 3 schools, the dean of the college of education or the head of the department of education determines the administrative policies and programs, in 2 schools the principal does, in 4 schools a committee does, in 1 school the faculty does, and in 1 school the city board of education does. The curriculum is determined by the city board of education in one school,

by the head of the department of education in 1 school, by committees in 3 schools, and by the faculty as a whole in 6 schools. Only 4 schools have clearly defined and written purposes of the laboratory school in its relation to the college of education; 7 have no written purposes.

In 5 schools, the dean or head of the department of education employs the laboratory teachers, in 2 the principal does, in 1 the principal and dean form a committee of two to employ teachers, in 1 a committee composed of both laboratory and college faculty members does, and in 2 the presidents of the colleges do. The turnover in teaching personnel is rapid (from 20 to 40 per cent each year) in 7 schools, and fairly stable (under 20 per cent per year) in 4. In 4 schools, the average length of service for a principal is 2 years or less, in 3 it is 3 to 6 years, inclusive, and in 4 it is over 6 years.

Seven schools have student bodies which are abnormal in composition in that there is not a normal grouping in terms of social and economic backgrounds, whereas 4 schools have normal grouping. All 11 schools operate on the same time schedule of 180 school days per year.

Finance. Every school involved in this study was financed jointly by the college or university under which it operated and the local county or city board of education. The mean salary for a laboratory school teacher ranges from \$2,245 in one school to \$3,907 in another; this is frequently lower than the mean salary of public school teachers in the same area.

School Plant. Eight of the 11 schools have reached a saturation point in the use of the physical facilities and could not expand any appreciable amount in terms of pupils served or programs offered, 2 could expand in both the elementary and high school departments, and 1 could expand in the high school department but not in the elementary.

Seven plants are used only by the laboratory school, and 4 are used jointly by the college or department of education and the laboratory school. In 2 schools, the college of education is gradually utilizing more of the laboratory school space.

Use of the Laboratory Schools for Student-Teaching

Student-Teaching. Eight of the 11 schools now use the laboratory school for purposes of providing student-teaching experiences; however, these 8 also have an internship program, and 4 are in a transition period to a program which will use only the internship plan and not the facilities of the laboratory school. Two schools have only the internship program, and only 1 provides all student-teaching experiences in the laboratory school. Of the 11 schools, only 4 have an enrollment at the present time sufficient to provide the minimum number of clock hours in student-teaching to the present number of student-teachers, and 1 of these could not expand by even one student-teacher. Four schools have too small an enrollment at the present time to provide an adequate program, and 3 have an adequate enrollment in the elementary but not in the high

school. Ten of the 11 schools require a minimum of 90 clock hours in student-teaching.

Internship Program. Six schools have written contracts with the public schools cooperating in the internship program, and four have oral agreements. In 8 schools, the directing teachers are selected by the college faculties in cooperation with local school officials, in 1 school the principal selects the directing teacher, and in 1 school the student-teacher does. Only 1 school has a planned program for training the directing teacher for her part in the internship program, with 9 having no planned programs. Five schools pay the directing teacher a small stipend for her services, and 5 do not. None of the 10 schools gives the directing teacher any college rank or status; however, 1 does permit the directing teacher to attend the university free of tuition fees. Three schools require the coordinating teacher to visit the internee weekly, 4 require 2 visits per quarter or semester, and 2 require at least 3 visits per quarter or semester, and 1 requires at least 1 visit per quarter or semester. Three schools require the student-teachers to attend weekly conferences, 1 requires them to attend semi-monthly conferences, 2 require them to attend 3 conferences per quarter or semester, and 4 have no definite number of conferences.

Future Plans. It is the present plan of 6 schools to use only the internship program in the future, of 4 schools to use both the internship program and the laboratory school, and of 1 to use the laboratory school only for student-teaching experiences.

Use of the Laboratory Schools for Observation and Demonstration

Present Use. Four of the schools have a limited planned program for providing observation experiences, 4 have no planned program but do use the laboratory school for this purpose, and 3 have detailed plans and schedules for the use of the schools for this purpose. In the 7 having some type of planned program for observational purposes, 1 requires a minimum of 190 hours per student, 1 requires at least 72 hours per student, 3 require 90 hours per student, and 2 require only 24 hours per student.

Future Plans. Six of the schools plan to use the laboratory school primarily for purposes of observation and participation in the future, 2 plan to use it primarily for both student-teaching purposes and observational purposes, and 2 plan to use it primarily for purposes of providing student-teaching experiences, and 1 plans to use it primarily for purposes of experimentation.

Use of the Laboratory Schools for Experimentation

Past Use. One school had records of 2 experimental studies having been published in some form, 1 had a record of 1 experimental study which had been published, and 9 had no record of any experimental study having been published in any form. None of the 11 schools had ever had an experimental study reviewed by the Review of Educational Research.

Present Use. Two of the 11 schools have 3 experimental studies being conducted at the present time, and 9 have no experi-

mental studies being conducted.

Future Plans. One school plans to utilize the facilities of the laboratory school primarily for purposes of experimentation in the future, 1 plans to continue with some experimental studies, and 9 plan no experimental studies for the future.

Use of the Laboratory Schools for Community Service

Past Use. Three of the 11 schools have had in the past a planned and coordinated program for rendering community services, with 8 never having formulated a planned program.

Present Use. Two schools only at the present time have a clearly formulated planned program for providing community service, 9 have no plans.

Future Plans. Two schools plan to maintain a program of community services in the future; 9 have no such plans.

Results of Questionnaires

This summary is given for information; to draw conclusions, the detailed data in Chapter VI must be analyzed.

Section I. In evaluating the present use of the laboratory school for purposes of student-teaching, the majority of the college teachers, laboratory school teachers, and administrators believed that the laboratory schools were doing a satisfactory or better job. As for the present use of the laboratory schools for purposes of observation and demonstration, the majority of them thought that it was satisfactory or better. The large majority thought that the present use

for purposes of experimentation was less than satisfactory, and the majority thought that the present use for purposes of community service was less than satisfactory.

Section II. The majority of the laboratory school teachers and the principals thought that the most desirable opportunities for providing student-teaching experiences could best be developed in the campus laboratory school under the administration of the college of education. This is in marked contrast to the opinions of two-thirds of the college teachers who believed that the most desirable experiences could be developed in an internship or cadet-type program. This is significant in that the former probably have a vested interest whereas the latter are usually the ones who develop and implement the program. Almost 100 per cent of both teachers and administrators believed that the most desirable opportunities for providing observation and participation experiences could best be developed in the campus laboratory schools, and almost 100 per cent also believed that the most desirable opportunities for experimentation were in the laboratory schools. However, an overwhelming majority of these teachers and administrators indicated that the most desirable opportunities for community service could be found in the public schools.

Section III. The problems which prevented the good use of the laboratory schools as listed by the teachers and administrators fell into four major categories:

- (a) Those concerned with the administrative and supervisory

functions, which included the lack of coordination between the college of education and the laboratory schools, the lack of specific purposes and aims of the laboratory schools, the rapid turnover of the teaching staff, the frequent change of administration, the lack of time for conferences to plan and evaluate, a weak administration, and the lack of understanding of the laboratory school by the other departments in the college or university. The principals and college teachers emphasized this area more than did the laboratory school teachers. The administrators were particularly concerned about the lack of demarcation of administrative responsibility and authority.

(b) Those concerned with the lack of funds, space, equipment, and facilities. The laboratory school teachers, the college teachers, the principals, and the deans were concerned with this area.

(c) Those concerned with the student-teaching program, which included the overloading of the laboratory school with student-teachers, poorly planned observational experiences, the fact that student-teachers were not in the laboratory school the entire school day, the lack of use of the school for demonstration, and the poor preparation given the student-teachers for student-teaching experiences.

(d) Those concerned with overloading the laboratory teachers, which included an overload of student-teachers, a schedule for laboratory school teachers too full to be met adequately, the lack of sufficient and well-trained personnel, and an unequal distribution of

student-teachers.

Interviews with Deans

Half of the deans desired to retain the laboratory school rather than spend the funds for its operation in other ways in the teacher-education program. Three-fourths thought that successful experimental studies could be carried on only in the laboratory schools, and all thought that the primary function of the laboratory school today should be that of demonstration and participation.

Conclusions

In the light of the data which have been presented, the following conclusions are drawn:

1. The large majority of campus laboratory schools are not being used extensively for purposes of providing student-teaching experiences. Although most of them have a limited program of student-teaching at the present time, the use is not extensive, and the trend is toward the use of an internship or cadet-type program and away from the use of the laboratory schools. Moreover, Richards¹ found in a study conducted in 1940 that there is a widespread trend throughout the United States toward the use of off-campus facilities for student-teaching purposes. The tremendous increase in the number of student-

¹ Richards, Ralph H., The Laboratory Concept in the Professional Education of Elementary Teachers, Abstract of Doctoral Dissertation, The Ohio State University, Summer Quarter, 1940, p. 511.

teachers during the past decade has forced most of the schools to employ the facilities of public schools for student-teaching experiences in order to meet the minimum standards required. The majority of those schools still endeavoring to provide student-teaching experiences are overloaded with student-teachers and are not able to meet the minimum standards. The majority of the teachers and administrators in these schools believe that the best student-teaching program is that conducted in the laboratory school; however, this is in marked contrast to the belief of the college teachers who, in the final analysis, are the ones charged with the implementation of the program.

2. It is the present plan of most of the campus laboratory schools to develop, in the future, a well-planned and coordinated program of observation and participation. However, the present use of these schools for this purpose is very limited due to the overload of student-teachers, and the lack of clearly defined and definitely stated administrative policies. It is the present aim of the majority of laboratory schools to use their facilities primarily for this purpose in the future. An overwhelming majority of the teachers and administrators in these schools believe the best opportunities for observation and participation can be provided in the campus laboratory schools.

3. The overwhelming majority of the campus laboratory schools have not in the past been used for purposes of experimentation. They are not presently being used for this purpose, nor are any plans being

made for the use of the laboratory school facilities for this purpose in the future. This appears to be due to the lack of funds and facilities, the lack of cooperation and coordination between the laboratory and college faculties, the overloaded conditions of the laboratory faculty, the lack of understanding, and the lack of interest. At the same time, an overwhelming majority of the educational personnel in these schools think that educational experimental studies could be carried on adequately only in the campus laboratory schools.

4. The large majority of the campus laboratory schools do not have, at the present time, any planned program for rendering community service, nor are many planning to maintain such programs in the future. Those services which have been rendered have been as the result of the pursuance of regularly scheduled courses and not as the result of a planned and integrated program. A large majority of the personnel working in and with campus laboratory schools thinks that community service programs are best developed not in laboratory schools but in public schools. The main reason is that the laboratory school usually exists for some specific purpose, and the accomplishment of this purpose usually precludes the development of community service programs.

5. The formula used in this study to determine the adequacy of the enrollment of the laboratory schools does not include the essential factors to determine the size of a laboratory school needed to meet the required functions. It takes into consideration only the

student-teaching experiences, and then, upon the recommendations of the American Association of Colleges for Teacher Education and of leading educators, so overloads the laboratory school faculty by requiring 90 clock hours of each student-teacher and permitting the student-teacher to render $\frac{3}{5}$ of the instructional program that it precludes the functions of demonstration, experimentation, and community service. A laboratory school could have an adequate enrollment according to this formula for the purposes of student-teaching only, but at the same time the student-teaching experiences could, by taking $\frac{3}{5}$ of the classroom teaching time, preclude the basic functions of observation and demonstration from being achieved due to the fact that there simply would be no time left for these functions, the demonstrational program would be interrupted, and the results might prove detrimental to the pupils. Inasmuch as the present trend is away from the use of the laboratory school for providing student-teaching experiences, there is serious doubt as to the validity of this formula in determining the size of enrollment necessary in a laboratory school. As pointed out above, the formula simply does not allow for the other three functions of demonstration and limited participation, experimentation, and community service which are assigned to the laboratory school by the American Association of Colleges for Teacher Education and the leading experts in the field of teacher-education. If, as is indicated, student-teaching is no longer a major function of the campus laboratory school, then this formula is not applicable.

6. The four functions which have been assigned the laboratory school--student-teaching, demonstration and participation, experimentation, and community services--cannot be successfully achieved if all four are required. They are mutually inconsistent and incompatible. If student-teaching is required in the laboratory school, the other three functions cannot be achieved; they are incompatible with student-teaching functions in terms of the large number of student-teachers presently enrolled in the colleges and universities. The impossibility of any of the schools involved in this study performing all four functions effectively has been pointed out; most of them cannot accommodate the present number of student-teachers for purposes of student-teaching, much less attempt the other functions required. This leads to the conclusion that providing student-teaching experiences should not be a major function of the laboratory school except in those isolated cases where the number of student-teachers is so small as to present no obstacle. This fact has been acknowledged by most of the colleges in that they have, through necessity, developed, or are currently developing, internship or cadet-type programs in off-campus schools. It is also recognized by two-thirds of the college teachers who are usually directly concerned with the implementation of the teacher-education program. Although the majority of laboratory school teachers indicated that they thought the best student-teaching program was one developed in the laboratory school, at the same time they strongly emphasized the fact that they were heavily overloaded, which was caused mostly by the fact that they

were having to assume the burden of providing student-teaching experiences. Even if the laboratory school were the best place for student-teaching, in most schools the program would be impractical and difficult to administer.

7. The evidence presented would lead to the conclusion that the primary function of the laboratory school should be that of demonstration and participation with the second major function that of experimentation. There is no question but that these two are essential and integral parts of the total teacher-education program and that the degree to which they are successfully achieved is the degree to which the total program is successful; there is little doubt but that the most desirable opportunities for providing both functions are found in the campus laboratory school under the administration of the college of education. Desirable opportunities for demonstration and participation can best be found in the campus laboratory school inasmuch as more control is exerted by the college for developing desirable programs, the campus laboratory school is immediately available by virtue of its location, the staff is more experienced and better trained for their part in the program, and a more coordinated program can be achieved. Experimentation can possibly be carried on successfully only in the laboratory school. This is due to the control which can be exerted, the trained personnel, the lack of having to have the patrons' approval, the cooperation and understanding of the faculty, and the professional interest. The laboratory school personnel, the college teachers, and the deans

strongly endorsed these two functions. To achieve these two purposes, it is not necessary always to have a normal grouping of pupils; in fact, it may be desirable to have an abnormal grouping for reasons of experimentation or demonstration. In these cases, it becomes probable that it is not an essential function of the laboratory school to provide community services.

8. In view of 5, 6, and 7 above, the question arises: should campus laboratory schools exist? Based upon the data here presented, the answer is in the affirmative. Two major functions essential to the teacher-education program can be provided best in the laboratory school, namely, demonstration and participation and experimentation; however, in present educational programs, a laboratory school for student-teaching purposes only is not defensible.

9. It is not an essential function of the laboratory school to provide community service. The situation might be such that a community service program might or might not be rendered; in any event, such service would be a detail of the total program of the laboratory school and not a major function.

10. The large majority of the campus laboratory schools are seriously hampered by the lack of clearly demarcated administrative responsibility and authority; they are given little autonomy and are too greatly dependent upon the college or department of education. This divided responsibility and authority creates confusion among both the college and laboratory faculties, weakens the operation of the school, and in general retards the whole educational program being

attempted in the schools. This is one of the primary reasons for the frequent change of administration and the rapid turnover in teaching personnel.

11. The majority of the laboratory schools do not have clearly defined purposes which emanate from the laboratory faculty and which are appreciated and understood by them. This prevents a concerted effort on the part of the laboratory personnel to accomplish desired goals, for there is no consciousness of such goals. The laboratory teachers particularly recognize this and indicate it as one of their major problems.

12. The rapid turnover in teaching personnel and the frequent change in administrative personnel have created confusions in the total educational program of many of the laboratory schools. These prevent the accomplishment of a coordinated long range program.

13. The present internship programs being developed are seriously handicapped in most colleges by the lack of adequate supervision of the student-teachers, and by the lack of adequate training of the directing teachers for their part in the program. These two factors, probably the most important of all factors in the internship program, are endangering the entire program.

14. There is a serious lack of adequate space, facilities, equipment, and funds in the majority of the campus laboratory schools. Without these, they cannot possibly develop a desirable program nor accomplish their general purposes.

15. The large majority of the college teachers, laboratory

teachers, and administrators think that the campus laboratory school is vital to the teacher-education program, that it should be the focal point of the whole teacher-education program, and that without a campus laboratory school the most desirable teacher-education program cannot be developed. This is especially true for observation and participation purposes. An overwhelming majority think that if experimental studies in education are to be conducted successfully they must be conducted in the campus laboratory schools.

16. With the exception of the lack of funds and facilities, the solution of all other problems preventing the good use of campus laboratory schools is inherent in the actions of the personnel involved.

Recommendations

In the light of the conclusions drawn in the preceding section, and in terms of the views of educational leaders as well as the views of the educational personnel involved in this study, the following recommendations are made in the areas of (1) functions of the campus laboratory schools, (2) the administrative organization, (3) the program development, (4) the plant and facilities, and (5) the operating funds. It appears, in the light of the data presented, that if the campus laboratory school is to accomplish any good the following recommendations should be effected:

1. As pertains to the functions of the laboratory schools:
 - (a) The colleges and departments of education should re-

evaluate the purposes for which the campus laboratory schools were established. In those cases where the function of student-teaching is precluding the successful functioning of the demonstration and participation program and the experimentation program, which is the situation in the majority of cases, the functions of the laboratory schools should be redetermined. A program of internship in off-campus schools should be developed which would free the laboratory schools for the development of adequate and successful programs in demonstration and participation and experimentation. In requiring campus laboratory schools to attempt to accomplish the four functions included in this study, the educators have forced an unnatural position upon such schools subsequently causing dissatisfaction with and frequently abolishment of them; to remedy this situation it is specifically recommended that the function of providing student-teaching experiences, to which most laboratory schools are least adapted in present educational programs, be dropped, and that the laboratory school be used primarily for the purposes of providing demonstration and limited participation and experimentation.

(b) Inasmuch as the large majority of laboratory schools are planning to be used primarily for purposes of observation and participation in the future, a definite and well-planned program should be formulated cooperatively by the college and laboratory school faculties and implemented. A program of observation and participation cannot be successful if it is haphazard in nature; it must be well-planned, carefully scheduled, efficiently executed, and con-

tinually evaluated.

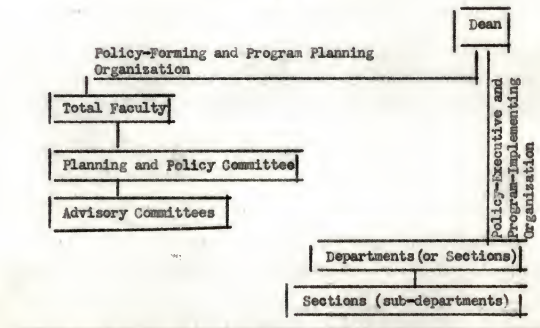
(c) The members of the college faculty should make a concerted effort to understand the facilities offered by the laboratory school, and then plan their own courses in such a way as to make available to the students of education the advantages offered through the use of these facilities. In the final analysis, it is the use made of the laboratory school by the college faculty that will determine its usefulness.

2. As pertains to the administrative organization of the laboratory schools;

(a) The colleges and departments of education should develop an administrative organization which clearly defines and specifies the responsibility and authority of the laboratory school personnel. This organization should be consistent with the principles and criteria of democracy, simplicity, unity of command, equitable division of work, and coordination. Each laboratory school should have the dignity of equal status with other departments within the structural frame of the college or department of education. It is imperative that the principal or superintendent of the laboratory school be delegated the authority commensurate with the responsibility of his position. The efficient operation of the school necessitates the establishment of a planned organization which clearly and definitely sets forth the administrative policies and programs, establishes concise channels of responsibility, delegates authority commensurate with responsibility, insures coordination, and provides for the democratic

participation and development of all staff members. The most desirable organization would be one in which each individual has a chance to express his own ideas and suggestions, each individual has a part in the final decision of the policies and programs, and yet which would provide for a definite line and staff relationship which would promote efficient functioning. The following chart represents such an organization:

CHART III*



*Taken from the organizational chart now in effect for the College of Education, University of Florida.

An analysis of the above chart reveals that there are two patterns operating within the organization: (a) a pattern to formulate administrative policies and overall programs, and (b) a separate pattern to execute the policies and programs agreed upon, and to implement such policies and programs. The total faculty of the entire College

of Education is placed at the head of the policy forming and program planning activities in that they make the final decisions. The policy forming and program planning committee should be composed of the heads of each department plus a given number from the college and laboratory school faculties. Every teacher in the College of Education should be on at least one of the advisory committees, thereby gaining an opportunity to express his ideas and suggestions.

The policy-executing and program-implementing organization is a line and staff one with the Dean at the head, each department head being directly responsible to him, and each section head being directly responsible to the department head.

(b) It would seem to be a desirable policy that the faculty members of the laboratory schools should be given equal status with the faculty members of the college; at the same time, the laboratory faculty members must have the professional and personal qualifications essential to the accomplishment of the positions they hold. This should promote a more harmonious relationship between the two faculties, make for a more stable teaching staff, and help attract capable personnel.

3. As pertains to the program development in the laboratory schools:

(a) Each laboratory school faculty should democratically determine the specific aims and general purposes of its schools, and then formulate a well-planned program to accomplish these aims and purposes. These should be in written form, and each faculty member should know

clearly her part in the total program. This should be done in co-operation with the college of education in order to insure the success of the teacher-education program.

(b) Each new teacher employed in the laboratory school should receive a period of orientation in order to acquaint her thoroughly with the purposes and aims of the school and her part in the total program.

(c) In general, it is recommended that a written agreement or contract be made with off-campus public schools used in the internship program, or that some other legal action be taken, such as a regulation by the state department of education, to insure the success of the internship program, and to prevent the off-campus schools from withdrawing from the program at inopportune times. These agreements or contracts should be definite and specific and for a specified period of time.

(d) If an internship program is developed, it is recommended that a definite and adequate program for the purpose of training the directing teacher for her responsibility in the program be implemented, that it be continuous, and that it be mandatory. The college of education should also develop an adequate program of visitation and supervision.

4. As pertains to the plant and facilities of the laboratory schools:

(a) The present facilities of the laboratory school plants should be carefully surveyed, and the physical facilities essential

to the success of these schools should be made available. Inasmuch as the laboratory schools are for the purpose of providing the best possible programs in teacher-education, and inasmuch as they are in the position of assuming leadership in the areas they serve, it is imperative that adequate physical facilities be made available.

(b) An effort must be made to insure the adequacy of these physical facilities as newer developments in school plants arise.

5. As pertains to the operating funds for these laboratory schools;

(a) Those agencies responsible for the allocation of funds should evaluate the present facilities of the laboratory schools in terms of the purposes to be achieved and allocate the necessary funds. If the program aspired to is worthy of consideration, it is also worthy of the necessary funds, and this must be recognized by those responsible.

(b) The salaries of laboratory school personnel must be revised upward commensurate with the training, ability, and demands required of that type personnel essential to the successful operation of campus laboratory schools.

In conclusion, it must be stated that none of the eleven campus laboratory schools investigated in this study meets all of the recommendations set forth above. As far as is known to the writer through a survey of the literature in this field, no such school exists in the United States. However, the evidence in this study clearly indicates the chances are that a campus laboratory school

organized and developed according to these recommendations would render a far more significant program to teacher-education than those now operating. The actual contribution possible to the teacher-education program by a campus laboratory school is unknown; a reorganization of these schools in terms of the above recommendations might give complete new direction to the teacher-education program.

Suggested Additional Studies

The laboratory school program is in a period of revision. This fact, plus the fact that the teacher-education program is also in a period of revision, requires that studies in these fields be constantly made in order to arrive at valid conclusions. The following studies are suggested:

1. A study should be made to determine the relative use and effectiveness of the laboratory school as compared with the internship or cadet-type program in public schools for providing student-teaching experiences in terms of the relative cost of each and in terms of the relative success in teaching activities of student-teachers who participate in the internship program as compared with those who have student-teaching experiences in the laboratory school.
2. A study to determine the amount and kind of training necessary to prepare fully the directing teacher in the off-campus schools for her responsibilities in the internship program would be valuable.
3. A study should be made to determine the relative value and amount of observation and participation and experimentation in

the laboratory school, as well as the relative size of laboratory school which is needed for the successful achievement of these functions.

4. Further studies should be made in other regions conducted in a similar manner as this one to gain an overall picture of the laboratory schools in the United States.

APPENDICES

APPENDIX A

INSTITUTIONS FROM WHICH DATA WERE GATHERED FOR THIS STUDY

Florida

P. K. Yonge Laboratory School, University of Florida, Gainesville
Florida State University Demonstration School, Florida State University, Tallahassee

Georgia

Georgia Teachers College Laboratory High School, Georgia Teachers College, Statesboro
Peabody Laboratory Schools, Georgia State College for Women, Milledgeville
University of Georgia Demonstration School, University of Georgia, Athens

North Carolina

Appalachian State Teachers College Demonstration High School and Elementary School, Appalachian State Teachers College, Boone
Curry Demonstration School, Women's College of the University of North Carolina, Greensboro
East Carolina Teachers College Training School, East Carolina Teachers College, Greenville
McKee Training School, Western Carolina Teachers College, Cullowhee

South Carolina

University High School, University of South Carolina, Columbia
Winthrop Training School, Winthrop College, Rock Hill

APPENDIX B

QUESTIONNAIRE GIVEN TO LABORATORY SCHOOL AND COLLEGE FACULTY MEMBERS

The consensus of opinion among educational personnel in teacher-education and the recommendation of the American Association of College Teachers are that campus laboratory schools should be used primarily for student teaching, demonstration, experimentation, and community service. Would you please evaluate your campus laboratory school in each of these functions according to the scale given below. These are, of course, anonymous.

Indicate by a check mark whether you are: Laboratory school teacher ___
College teacher ___
Both ___

Section I. Evaluate the Present Use of Your Laboratory School

1. The use of your laboratory school by the College of Education in its teacher-education program for purposes of student teaching is:
Poor ___ Fairly satisfactory ___ Satisfactory ___ Good ___ Very Good ___
2. The use of your laboratory school by the College of Education in its teacher-education program for purposes of demonstration and participation is:
Poor ___ Fairly satisfactory ___ Satisfactory ___ Good ___ Very good ___
3. The use of your laboratory school for purposes of experimentation is:
Poor ___ Fairly satisfactory ___ Satisfactory ___ Good ___ Very good ___
4. The use of your laboratory school for purposes of community service is:
Poor ___ Fairly satisfactory ___ Satisfactory ___ Good ___ Very good ___

Section II. Please answer the following questions on the basis of the assumption that sufficient funds are available to develop either type of program. (Underline your choice)

1. Desirable student-teaching experiences can best be provided for in (a) a laboratory school under the administration of the College of Education; (b) an internship or cadet-type student-teaching program conducted in the public schools.
2. Desirable opportunities for demonstration can best be provided for in (a) a laboratory school under the administration of the College of Education; (b) an internship or cadet-type student-teaching program conducted in the public schools.
3. Desirable opportunities for experimentation can best be provided for in (a) a laboratory school under the administration of the College of Education; (b) an internship or cadet-type student-teaching program conducted in the public schools.
4. Opportunities for community service programs are better in (a) a laboratory school under the administration of the College of Education; (b) programs developed and conducted in the public schools.

Section III. In the space below, would you please indicate what have been your main problems, if any, preventing the good use of your laboratory school.

APPENDIX C

SCHEDULE FOR INTERVIEW WITH DEANS OR HEADS OF EDUCATION DEPARTMENTS

1. If you could use the funds now spent on the laboratory school for other purposes in the teacher-education program, would you rather do so or keep the laboratory school?

2. If educational experimentation cannot be carried on in campus laboratory schools, where, in your opinion, can it be carried on?
3. In your opinion, for which of the following should a campus laboratory school primarily be used: student-teaching, demonstration and participation, experimentation, or community service?

4. Evaluate the present use of your laboratory school:
 - a. The use of your laboratory school by the College of Education in its teacher-education program for purposes of student-teaching is: Poor _____ Fairly satisfactory _____ Satisfactory _____ Good _____ Very Good _____
 - b. The use of your laboratory school by the College of Education in its teacher-education program for purposes of demonstration and participation is: Poor _____ Fairly satisfactory _____ Satisfactory _____ Good _____ Very Good _____

- c. The use of your laboratory school for purposes of experimentation is: Poor _____ Fairly satisfactory _____ Satisfactory _____ Good _____ Very Good _____
- d. The use of your laboratory school for purposes of community service is: Poor _____ Fairly satisfactory _____ Satisfactory _____ Good _____ Very Good _____

APPENDIX D

SCHEDULE USED FOR GATHERING DATA CONCERNING EACH INSTITUTION

- I. Name and location of school;
- II. History:
 1. Date first occupied;
 2. Original cost;
 3. Grant from General Education Board;
 4. Other grants;
 5. Original status as to use;
 6. Present status as to use;
- III. Organization and administration:
 1. General;
 - a. Grades;
 - b. Rank of principal;
 - c. Degree held by principal;
 - d. Rank of teachers;
 - e. Degrees held by teachers:
 - 1) Number with BA;
 - 2) Number with MA;
 - 3) Number with PhD;
 - 4) Number without degree;
 - f. Salary schedule;
 - g. Administrative chain of responsibility and authority;
 - h. Who sets the policies;
 - i. Purposes of school as pertains to teacher-education program:
(written copy if available)

SCHEDULE (Continued)

- j. Who determines the curriculum:
- k. Who employs the teachers:
- l. Time schedule of school:
- m. Number of principals since first organized:
- n. Turnover of teachers:
 - 1) Number one year or less:
 - 2) Number over one year but less than two:
 - 3) Number over two:

- o. Table of number of teachers and pupils 1940-49:

Year	Pupils	Teachers (including principal)
1940-41		
1941-42		
1942-43		
1943-44		
1944-45		
1945-46		
1946-47		
1947-48		
1948-49		

- p. Number high school pupils 1948-49 ____; number high school teachers 1948-49 ____

- q. How are children selected:

2. Finance:

- a. Source of funds:
- b. Total current instructional cost of laboratory school:
- c. Mean salary for laboratory teacher:

3. School plant:

- a. Site: (number of acres)

b. Facilities:

1) Number of classrooms:

2) Number of special rooms:

c. Use by laboratory school:

d. Use by college of education:

e. Total number of college pupils using plant:

1) Undergraduates:

2) Graduates: Resident _____; non-resident _____

IV. Use of the laboratory school for student teaching:

1. Present program:

2. Number of student-teachers:

Year	No. on Campus	No. off Campus	Total
1940-41			
1941-42			
1942-43			
1943-44			
1944-45			
1945-46			
1946-47			
1947-48			
1948-49			
1949-50			

3. Number clock hours required:

4. Internship program:

a. Type contract:

b. Selection of directing teachers:

c. Training of directing teachers:

d. Pay of directing teachers:

e. Rating of directing teachers:

f. Training of coordinating teachers:

- g. Visits of coordinating teachers
 - h. Conferences of student-teachers;
 - i. Other information;
6. Future plans:
- V. Use of the laboratory school for observation and demonstration:
- 1. Past use;
 - 2. Present use (type program):
 - 3. Number hours actually used;
 - 4. Future plans;
- VI. Use of the laboratory school for experimentation:
- 1. Past use;
 - a. Type of experiments (description);
 - b. Number published (in what form);
 - c. Number reviewed by Educational Research;
 - d. Copies of each;
 - 2. Present experiments;
 - a. Type and description;

b. Present status;

3. Future plans;

VII. Use of the laboratory school for community service;

1. Past use (program);

2. Present use (program);

3. Future plans;

VIII. Chief difficulties or problems preventing successful administration;

IX. Submit questionnaires to;

a. Laboratory school teachers;

b. College teachers;

X. Interview deans;

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BIOGRAPHICAL DATA

Henry Ludlow Ashmore was born in Tallahassee, Florida, on July 4, 1920. He received his early education in the elementary schools of Gainesville, Florida, and graduated from the Sopchoppy High School, Sopchoppy, Florida. In September, 1942, he received the Bachelor of Arts in Education degree with Honors from the University of Florida. Immediately after graduation in 1942, Mr. Ashmore entered the armed services to serve in the United States Army Air Corps from October, 1942, to July, 1946. He was released from active duty with the rank of First Lieutenant in July, 1946.

Mr. Ashmore married Clarice Langston in August, 1946. During the school year 1946-47 he served as principal of St. Marks Elementary School at St. Marks, Florida. He returned to the University of Florida in September, 1947, for graduate study, receiving the Master of Education degree in July, 1948. From July, 1948, to February, 1950, he did additional graduate work at the University of Florida toward the Doctor of Education degree.

During his freshman year at the University of Florida, Mr. Ashmore was on the Dean's List; he held a fellowship for graduate study with the University of Florida for two and one-half years. He is a member of Phi Kappa Phi, Phi Delta Kappa, and Kappa Delta Pi, of which organization he was president from May, 1948, to February, 1950.

This dissertation was prepared under the direction of the Chairman of the candidate's Supervisory Committee and has been approved by all members of the Committee. It was submitted to the Graduate Council and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

February 4, 1950

T. M. Simpson
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